DOCUMENT RESUME

ED 206 799 CE 028 737

TITLE	Development of Productive Skills. Report of a Sub-Regional APEID Workshop on Non-Formal and Alternative Structures in Education with Emphasis on Development of Productive Skills (Philippines, May 28-June 16, 1979).
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and Oceania.
PUB DATE	79
NOTE	75p.
AVAILABLE FROM	UNIPUB, Box 433, Murray Hill Station, New York, NY 10016.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Education; Adults; Economic Development; Educational Administration; Educational Philosophy; Educational Planning; Educational Policy; *Educational Practices; Employment; *Government Role; *Job Skills; *Nonformal Education; Productivity; Rural Development; Technical Occupations; Technological Advancement; Technology Transfer; *Vocational Education; Youth
IDENTIFIERS	*Asia; Bangladesh; India; Indonesia; Korea; Philippines; Thailand

ABSTRACT

Delegates from six countries (Bangladesh, Korea, India, Indonesia, Thailand, and the Philippines) met in the Philippines in May-June 1979 at a UNESCO-sponsored conference to discuss development of productive skills through nonformal and alternative structures in education. The main part of the meeting was a series of reports of the nonformal educational experiences of each country. These experiences can be synthesized for the six countries as follows: (1) all the countries have similarities in the nonformal education (NFE) programs, which can be classified into three categories--NFE programs conducted by the government under several ministries, semi-government NFE programs, and privately organized NFE programs; (2) the participating countries have adopted major policies with respect to the eradication of poverty and unemployment, with stress on NFE and the development of productive skills through varied training programs and transfer of technology to rural areas; (3) planning, development, and implementation of NFE differs according to the administrative structures of education in the various countries; (4) use of local resources for educational programs is stressed; (5) in all countries, NFE programs with emphasis on the development of productive skills aim to improve the quality of life of the people; and (6) factors affecting NFE activities include purpose, organization, resources, management, state of national development, and sociocultural customs and traditions. (The report also contains in-depth studies of several nonformal education projects.) (KC)

ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT APEID

ED206799

NON-FORMAL AND ALTERNATIVE
STRUCTURES IN EDUCATION

DEVELOPMENT OF PRODUCTIVE SKILLS

Report of a Sub-Regional Workshop on
Non-formal and Alternative Structures in Education
with emphasis on Development of Productive Skills
Philippines, 28 May to 16 June 1979

CE 028 737

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Bangkok, 1979

APEID Sub-Regional Workshop on Non-Formal and Alternative Structures in Education with Emphasis on Development of Productive Skills, Philippines, 28 May-16 June 1979.
Development of productive skills; report.
Bangkok, Unesco, 1979.
68 p. (Asian Programme of Educational Innovation for Development)

1. NON-FORMAL EDUCATION - ASIA. 2. EDUCATIONAL INNOVATIONS - ASIA. 3. WORK EXPERIENCE - ASIA. I. Unesco Regional Office for Education in Asia and Oceania, Bangkok. II. Title. III. Series.

374.1
607

© Unesco 1979

Published by the
Unesco Regional Office for Education in Asia and Oceania
C.P.O. Box 1425, Bangkok, Thailand

Printed in Thailand

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BKA/78/OP/831-1200

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INTRODUCTION

Background

In collaboration with the Asian Centre of Educational Innovation for Development (ACEID), the Office of Non-formal Education, Ministry of Education and Culture, Philippines, organized the Sub-Regional Workshop on Non-formal and Alternative Structures in Education with emphasis on Development of Productive Skills at Palawan National Agricultural College, Palawan, and at Philippines Rural Reconstruction Centre, Philippines, from 28 May to 16 June 1979.

The meeting was the fifth phase of a series of six phases under the APEID programme area of non-formal and alternative structures in education. The four phases already completed are:

Phase I - Joint operational study of on-going pilot projects in education relating work and learning. This phase was carried out in 1977 by four countries, namely; Bangladesh, India, Sri Lanka and Thailand. Sixteen participants, four from each of the participating countries, visited and studied at least two projects in each country relating learning with work. At the end of the visits, a three-day meeting was convened at the Unesco Regional Office, Bangkok, where the participants exchanged and synthesized their experiences, developed plans for follow-up action and prepared their final report.

Phase II - Inter-country, inter-project study visits. In 1978, three countries, namely; Indonesia, the Philippines, and Republic of Korea were invited for exchange of experiences, and to host visits to non-formal education projects for the development of productive skills in their countries. An inter-disciplinary team composed of two participants from each country participated in these study visits which were carried out simultaneously in the three countries. Each team visited one other country for a period of ten days and studied in depth two identified projects for the development of productive skills.

Phase III - Planning group meeting. Immediately following the study visits, a ten-day planning meeting was held at the Unesco Regional Office, Bangkok, to prepare guidelines for holding national and sub-regional training workshops and for identifying relevant training materials for the workshops. The planning meeting was attended by the following: (i) six participants of phase II - inter-country, inter-project study visits organized in 1978; (ii) five selected participants of phase I - Joint Operational Study organized in 1977; and (iii) one specialist from the Indian Council of Agricultural Research, New Delhi.

Phase IV - National workshops. National workshops with emphasis on the development of productive skills were held in late 1978 or early 1979 by interested countries, with the assistance of ACEID, for the purpose of conducting studies in depth of projects in the host countries, exploring and analysing crucial problems and issues and synthesizing national experiences.

Development of productive skills

The phase under reference is:

Phase V - Sub-regional training workshop. As a culmination of this series of activities, a sub-regional training workshop in non-formal education was conducted in May and June 1979 to train a corps of persons in the participating Member States in the designing and development of non-formal education programmes with emphasis on the development of productive skills.

The training workshop was conducted under the guidance of Dr. Felicita G. Bernardino, Political Deputy Minister of Education and Culture, Philippines, in collaboration with the Asian Centre of Educational Innovation for Development (ACEID), Unesco, Bangkok.

The follow-up phase of the entire series is Phase VI which is the monitoring of the extension of impact to the grass-roots level under the direction of the National Development Groups.

Objectives

The purpose of this workshop was to help the participants to make an in-depth study of the non-formal education programmes combining work and learning, examine their strengths and weaknesses, and discuss problems and constraints. The participants were also provided opportunities to develop skills critical to the design, development and renewal of such projects.

Specifically the objectives of the workshop were:

1. To discuss key problems and selected relevant innovative experiences of the participating countries emanating from National Workshops;
2. To explore alternative structures, methodologies and techniques in the areas of combining work and learning with reference to community participation in design, development, evaluation and renewal of programmes;
3. To carry out a joint study of the selected projects of the host country with reference to the above aspects; and
4. To prepare a critical review of individual country efforts and a plan of action using the insights provided by the National Workshops and to prepare plans for follow-up action.

Participation

Thirteen participants from 6 countries - two from Bangladesh, one from Republic of Korea, one from India, two from Indonesia, two from Thailand, and five from the host country attended the workshop. The participants were those who were involved in organizing and conducting the National Workshop and those who attended the Planning Group Meeting in Bangkok in September 1978. ACEID was represented by Dr. Thamrong Buasri, Specialist in Curriculum Development. (A list of participants is in Annex II)

Inauguration

The workshop was inaugurated by Dr. Felicita G. Bernardino, Political Deputy Minister of Education and Culture, in charge of

Non-Formal Education, Philippines, who gave the keynote speech. Dr. Bernardino stressed the need for sharing country experiences gained in non-formal and alternative structures in education and she exhorted the participants to develop suitable programmes for the drop-outs, the out-of-school youth and jobless adult citizens, saying that the best that one can give is a portion of oneself. Mr. Miguel Palao, President of Palawan National Agricultural College welcomed the participants.

Procedure of work

The meeting was conducted in a very informal manner. Dr. Thamrong Buasri gave the orientation of the programmes of the training workshop which was followed by the election of officers. The group elected Mr. Miguel P. Palao as chairman of the workshop, and Dr. C. Prasad and Mr. Abdur Rashid Chowdhury as co-chairmen. Dr. Thawatchai Chaijirachayakul and Dr. Melquiades Pugne were elected rapporteurs.

After consideration of the agenda and schedule of work, the participants shared their country experiences. The group visited Quinlogan Centre, Palawan to make an in-depth study on the Vocational Development Programme, Self-sustained School System Programme, and Cooperative Development Programme, and also visited the Central Luzon State University, Munoz, N.E., to study some related projects. (Agenda of the meeting is in Annex I)

The draft report of the workshop was considered and adopted by the participants at the concluding session on 16 June 1979.

Chapter One

SUMMARY OF COUNTRY REPORTS ON NATIONAL WORKSHOPS AND EXPERIENCES

BANGLADESH

The National Workshop was held from 27 April to 4 May, 1979 at the Bangladesh Education Extension and Research Institute under the joint auspices of the Bangladesh Association for Community Education and the Bangladesh National Commission for Unesco. It was attended by 104 participants representing educationists and intellectuals from different agencies.

The central theme of the workshop was divided into the following topics for discussion in separate sessions:

1. Mass literacy
2. Innovation in educational fields
3. Innovation in technological fields
4. Non-formal education for productive skills
5. Life-long continuing education
6. Inter-agency linkages

The eight-day workshop was organized in different sessions. Each session was devoted to each of the above-mentioned topics. In all, 22 papers were presented and discussed. Thirty-six innovators narrated their experiences in the field of non-formal education.

Recommendations

Based on the papers presented and discussions held on each of papers in different sessions, the following recommendations on the development of productive skills in non-formal education programmes can be made:

1. Provision should be made to give all women and men opportunities for training through the non-formal education system to develop their potentialities according to their needs, interests and aptitudes. It should be designed taking into account local needs and resources.

2. In order to integrate the activities of the various organizations working in the field of non-formal education there should be a high-level national body/council. This council should inspire the development of skills, take necessary steps for further training, award prizes to the skilled artisans, and also make the necessary co-ordination between the activities of the country's non-formal educational institutions.

3. Under the patronage of union parishad there should be a Union Skill Development Project Committee in each union. The functions of the committee shall be:

   a) to determine the fields in which there is scope for acquiring skills and which need further development.

b) to determine the fields where fresh provisions are needed for the development of new skills.

c) to know who are the skilled persons and in which field and (i) how their services can be utilized more effectively; (ii) how provisions for developing their skills can be made.

d) to provide one workshop in each union with necessary facilities for developing skills. The village people should be allowed to utilize the workshop during fixed hours.

4. The Union Council will materialize those projects of the Skill Development Project Committee which are possible for them. For the others they may seek help from the Thana Skill Development Co-ordination Committee. The Thana Skill Development Project Committee will be under the Thana Development Committee.

5. For the development of skills, there should be a District Skill Development Project Committee under the District Board. This committee will do the job of co-ordinating such work.

6. At the national level there should be a Mobile Specialist Team. This team will supervise and evaluate the various projects and will provide necessary advice.

7. To meet the problems of the land-less, especially those who are women, and of the educated unemployed there should be provisions for training to develop their skills. In order to make these trained people self-reliant (Swanirvar) in their own vocations, necessary loans and apparatus should be provided and necessary steps taken to market and export their products.

8. A close relationship should exist between the government and non-government development workers of Thana and union parishad and the workers of the non-formal sectors. Communications between these workers can be strengthened by holding workshops, seminars and symposiums. The Chairman of Thana and Union Parishads Council should take initiative in this respect.

9. Plans should be prepared to exhibit those selected projects which have been considered useful in the field of national development. This will also help in the exchange of related knowledge between people in the field and will bring them closer to each other with scope for further development.

10. The present system of government approval for the donation of funds and apparatus by external agencies should be bestowed on the aforesaid National Council.

11. The sphere of present-day education is so vast that it cannot be contained within one ministry or organization. It is therefore incumbent upon us to inspire the participation of the entire nation in educational efforts. In the literacy campaign and in the effort of continuing education all educated and skilled people should play an active role. For this, all educational institutions and workshops should be converted into institutions of "learn, teach and earn."

INDIA

India has a relatively longer history in non-formal education. Called differently by different agencies, non-formal education has been stressed, together with functional literacy, for regenerating rural communities.

The non-formal educational programmes have been undertaken in several selected areas as pilot projects. Experiences with these projects support the belief that the programmes should be in the context of socially and economically functional and productive areas. It would be relevant to plan the programme in line with the Community Development programmes so that the inputs from the local development agencies could come relatively easily. The instructional materials are also required for a variety of audiences and languages.

Different institutions are being assigned for multiplier effect as well as for testing the relevant model for effective implementation of the programme. Already Community Education Centres have been established in 15 states for non-formal programmes both for adults and for children.

Vocationalization of education.

To overcome the difficulties created by a variety of educational structures dominated by a highly traditional curriculum, it has been decided that the country should move towards a broadly common higher secondary pattern. To make education relevant and meaningful, radical changes have been contemplated in the new pattern of schooling.

It is planned to offer varied vocational courses in different trades to develop productive skills among students. Already six states have adopted this scheme and 83 vocational courses have been offered to benefit over 3000 students. The intention is to make such students employable.

Adult education efforts

The National Adult Education Programme (NAEP) is significantly different from the earlier programmes of non-formal adult education. It has built into it several innovative features from the conceptual stage to the implementation stage. Within its conceptual framework, adult education is seen as more than pure literacy or even functional literacy.

The NAEP encourages active partnership between the governmental and voluntary agencies. It provides opportunities for all voluntary organizations and socially committed individuals who wish to associate with the adult education programme through the organization of adult education projects and centres. The programme envisages a gradual development of resources on a country-wide basis through the participation and assistance of voluntary organizations. In addition, the programme reaches out to thousands of young men and women in the universities and colleges through the National Service Scheme of the Government of India. Through this scheme, students and teachers as well as institutions of higher learning are able to participate in the effort of national

development. The involvement of colleges, universities and other institutions provides socially relevant programmes for these institutions and ensures their commitment to the task of adult education.

The NAEP seeks to bring together developmental departments, including Departments of Agriculture, Rural Development, Cottage and Small-Scale Industries, Co-operation, Health and Family Welfare, for a successful implementation of the programme.

For the first time, the cultural media available within the community are being employed for the creation of the right kind of motivation among the adult population for participation in the programme. This is seen as one of the most significant innovative activities within the NAEP. Through the use of traditional media both motivation and awareness in the target population can be easily enhanced.

Nehru Yuvak Kendra

The Ministry of Education has launched a scheme to establish Nehru Yuvak Kendra at each district headquarters in order to train both rural and urban youth in socially and economically productive skills. Varied non-formal approaches are being adopted to involve them in the task and processes of national development. The Kendra has a co-ordinator with office support who utilizes the services of development agencies and institutions of the area. There are over 100 such Kendras already functioning in different parts of the country.

Farmers' Training Centres

The Farmers Training and Functional Literacy programmes are being co-operatively run by the Directorate of Extension of the Ministry of Agriculture and Irrigation, the Ministry of Education and Social Welfare, and the Ministry of Information and Broadcasting. There are 150 Farmers' Training Centres designed for information support and short-term training programmes of farmers, farm women and rural youth. The project performances are evaluated by internal as well as external expert committees.

In the field of agriculture and allied areas, non-formal education by way of extension services has made significant contributions. On all levels of agricultural development, non-formal and extension education has played an integral part. For instance on the national level, the Indian Council of Agricultural Research - the apex body for agricultural education and research - has a cell for extension education and has a number of lead projects in the area of non-formal education, such as national demonstrations, operational projects, Krishi Vigyan Kendra (Farm Science Centre), trainers training centres, and soil health care.

National demonstrations

The extension machineries of the State Governments have been conducting various method demonstrations for educating the farmers. It was realized in the 1960's that the demonstrations could not project the full potentiality of the latest innovations. Thus, the

ICAR launched a scheme on National Demonstration in 1965. Under this scheme first-line demonstrations were conducted on fairly large sized plots by the scientists themselves in order to show the maximum production potential of the new technology and its package of practices. These demonstrations served as a centre of education and training both for the farmers and for the extension functionaries.

These demonstrations have been found to be very useful and productive. Attempts are also being made to utilize them for the functional literacy programmes.

Operational research project

A new concept of national demonstrations in water-shed areas emerged on the basis of experience gained in the National Demonstration Programme.

The projects are run by the Central Institute of the Indian Council of Agricultural Research and the agricultural university of the respective state in collaboration with the extension agencies. The main purpose is to introduce scientific land and water management plans which can help to maximize the economic benefits from the ecological strengthening of an area and minimize the risks and instability characteristics of a particular farming system chosen for improvement. The main approach is to use the available resources of soil, water, plants, minerals and men in an integrated manner.

Technologies which are economically sound and ecologically compatible are introduced in the area. They take care of producing value-added products in the village through improved post-harvest technology. The scientific land and water use planning and the upgrading of the technological infrastructure necessary for sustained agricultural advance is the key of the project.

The operational research projects have also been serving as a feed-back mechanism. The factors which have been adversely affecting the transfer of technology are identified and corrected. Several of these problems require the attention of scientists for investigation.

Krishi Vigyan Kendra (KVK)

Finding the training support to the transfer of technology inadequate and the modern technology sophisticated, the ICAR evolved the concept of Krishi Vigyan Kendra (Farm Science Centre) as a first-line institution for vocational training for farmers and fishermen. The Kendra is designed to impart skill training through the method of work-experience based on the principle of "Learning by doing." The Kendra organizes short and long duration courses both on and off the campus. In order to attract only practising farmers, farm women and rural youth who intend to do farming or who are self-employed, no certificate or diploma is awarded to the trainees.

The KVK is being meticulously developed as a practical centre for rural training. While an attempt is being made to use existing

training facilities with the host institutions, where they do not exist additional facilities are being provided. At each KVK, an adequate crop farm, horticultural gardens, agricultural workshops, field-oriented laboratories, a home science laboratory, fisheries, ponds and demonstration units like a poultry farm, piggery and goatery are being developed based on the local requirements and needs. A dozen scientists in different disciplines are being appointed as core staff and visiting trainers are invited on a deputation basis for specialized courses whenever necessary. Under the scheme even progressive farmers and others with specific knowledge and skills can be utilized as trainers.

The KVKs are being established in the most backward districts of the States in order to serve the poorest of the communities. Nevertheless, sufficient care is being taken to establish them with the institutions which have adequate agricultural and allied facilities for constant technical backstopping. Functional linkages are being developed and maintained with research, educational and development agencies or institutions for mutual collaboration and utilization of resources in the best interest of the farming community.

The Kendras do not have a fixed syllabus for any courses. Most of the training courses are linked with the on-going developmental programmes of the Government. Necessary follow-up measures have been taken both for sequential training and for advisory services.

So far 31 Krishi Vigyan Kendras have been established in the last two and half years. More Kendras are being established during the sixth five-year-plan period.

These kendras are the first institutions of this type and are most innovative in their methodology and approach to practical training of the farming community. In their second phase of development other components of rural training such as village industries and home crafts will be incorporated so that the KVKs may become real centres for rural training consistent with the integrated Rural Development Programme of the Government.

Trainers Training Centres

The training being envisaged in the Krishi Vigyan Kendra demands practical and experienced trainers. The trainers should be in a position to demonstrate the skills effectively to the trainees by actually doing the operations themselves - teaching by doing. Such trainer teachers, owing to our academic - oriented education, are not easily available. Trainers' training centres are therefore being established in specialized subjects mainly in the ICAR Research Institutes. In addition, the TTCs would offer in-service training courses for the trainer instructors of the extension training centres, agricultural schools and teachers dealing with agriculture-based work-experience and vocational courses in high and higher secondary schools. A few TTCs are being established exclusively to provide in-service training to women trainers and teachers.

The TTCs are manned by senior and experienced staff in the specializations concerned. The training includes technology as well as pedagogy in the proportion of about 75:25 respectively. Further, a part of the training is given as 'training practice' in the KVK attached to each one of the TTCs.

At the State level, all 21 agricultural universities have a Directorate of Extension Education to deal with the non-formal education programmes in a selected district or community development block. The State Governments are responsible for the total extension programmes in the interest of rural people. The Agricultural Research Institute of the ICAR is developing the Division of Extension Education for handling and enlarging the non-formal educational programmes.

INDONESIA

Indonesia has a system of education based on Pancasila aimed at increasing people's awareness to national development. Non-formal education programmes are stressed, such as community-based education and skills training. Educational efforts are directed to development needs, increase of productivity, quality and working efficiency of the people.

Workshop organization and proceedings

A National Workshop-Seminar on Productive Skills Linking Formal and Non-Formal Education was held from 22-31 January 1979, IKIP Ujung Pandang, South Sulawesi. Policy makers, implementors and innovators were represented among the participants.

The workshop objectives were as follows:

1. To identify productive skill innovative activities of the projects discussed in the working papers and case studies presented during the workshop;
2. To identify the possibilities of developing productive skills linking formal and non-formal education at various levels of education;
3. To invent models of developing productive skills linking formal and non-formal education;
4. To select or design recommended models for developing productive skills; and
5. To identify approaches and methods of non-formal education which are used in the projects (non-formal education activities).

During the workshop, working papers were presented and case studies on non-formal education projects were analyzed. Field site visits to PLKI Ujung Pandang, to Bontoa Human Development Project, and to the community laboratory of IKIP Ujung Pandang were made. Each participant was asked to design a project on productive skill training that would be implemented on their return to their respective community or institution.

Development of productive skills

Innovative programmes/projects on non-formal and alternative structures in education.

1. IKIP Community Laboratory

This programme is actually a rural community development effort designed for scientific research on non-formal education concepts as an alternative structure of education as well as a method for community development.

2. Pesantren Pertanian Darul Falah Bogor

PPDF Bogor has two kinds of programmes, formal and non-formal education. The non-formal education programmes provided to both students and farmers in the village is considered a complementary activity for their formal courses. The activities comprise chicken raising and productive activities such as soy bean making, 'tahu', and the making of household equipment.

3. Coconut Fibre Handicraft Training - Anjatan

This project has for its purpose the development of people's skills and knowledge in the effective utilization of coconut fibre waste to enable them to increase their income. The training process was a combination of oral explanation and imitation of the job by the trainees.

4. Programmes of Improving Skills and Working Opportunities in South - Sulawesi

This is a programme designed to improve the economy in the locality by minimizing unemployment, providing working facilities and work opportunities and developing self-employment.

5. Biringkanaya Sewing Course: A Productive Skill-Training Project

This sewing course is a part of activities of an experimentation programme at the Learning Activity Center of Biringkanaya, the same experimentation project carried out at Anjatan. The objective of this programme is to make the women active and productive by providing sewing skills. Village women have become proficient in sewing and have been able to earn by sewing other women's dresses.

6. Bontoa Human Development Project (BHDP)

BHDP is a type of community development taking place at a particular sub-village. Because its target population is so small that most aspects of community life can be dealt with simultaneously, ten to twelve foreign field agents and domestic field workers also come to the sub-village and stay there for at least two years. By working in co-operation with the local people, they motivate, guide and help them in order to be able to improve their living conditions.

7. PLKI Ujung Pandang

PLKI Ujung Pandang is a technical skill training centre. It offers courses in such subject areas as automotive/diesel mechanics, electronics/radio, metal work, welding, and building

construction. It is the technical skill training centre for the eastern part of Indonesia. The courses offered can be classified into two categories:

a. Basic courses (3 months)
b. Advanced courses (3 months of study after receiving the basic courses)

8. Pamong Solo Project (IMPACT - Instructional Management by Parent, Community and Teachers)

The project is based on the assumption that self-study can be done by adjusting the present curriculum to enable students to learn at their own pace, at their convenient time and place. This project developed a learning package, and the curriculum is the same as the primary school curriculum. The student can carry out the individual learning process and the teachers, as the managers of education, conduct the learning activities.

Problems and constraints

1. There are considerable drop-outs from formal schools.
2. Many people cannot write and read the latin alphabet.
3. Many youths do not have skills to support their living.
4. Many learning resources are not utilized for educational use.
5. Members of the community have difficulty expressing their actual learning needs.

Models and methods of productive skill training

1. Learning group
2. Magang (learning by doing)
3. Arisan (women's club)
4. Extension education
5. Learning exchange
6. Visiting and training
7. Seminar and workshop
8. Vocational Training Centres

Recommended strategy

1. It is necessary to have the community participate actively in the process of reviewing the non-formal education programme so that they feel responsible for its success.
2. Different kinds of productive skill activities should be adjusted to the government's development plan.
3. Community learning needs should be matched with learning resources that are available within the community.
4. Increased co-operation with other government agencies and local authorities should be worked out.
5. Training courses for tutors should be organized for the success of the programme.
6. A follow-up guidance programme should be prepared.

Development of productive skills

REPUBLIC OF KOREA

A national workshop was conducted for the improvement of non-formal education programmes in the Republic of Korea.

Objectives of the workshop

1. To search for effective operational modes of non-formal education programmes;
2. To enhance linkage of non-formal education with schools; and
3. To study the effective administration mechanism for non-formal education.

Participation and procedure of the Workshop

The workshop was held on 22-24 March 1979 in Seoul, attended by 45 participants representing the research field, government agencies and voluntary organizations engaged in non-formal education activities.

At the plenary session, the meeting reviewed the general trend of non-formal education based on innovative programmes presented during the workshop. The programme covered Saemaul Education, the social function of colleges, the air and correspondence programme, agricultural programmes, skill programmes and adult education programmes.

On the basis of innovative cases presented, the participants divided themselves into three groups to make an in-depth analysis of the topics as indicated in the objectives, namely: (a) effective operational modes of non-formal education; (b) linkage of non-formal education with schools; and (c) effective administrative mechanism for non-formal education.

Innovative programmes and projects on non-formal education

1. Students' Saemaul Education Institute in Jungap Agricultural High School

This programme began in 1971 by the Jungap Agricultural High School. At the beginning the Co-operative Training Centre for Farm Production Processing attached to the Jungap Agricultural High School was operated in order to maximize the utilization of the modernized facilities, to improve the skills for the modernization of the farm production processing, and to train leaders for community development. The co-operative training centre changed its name to Students' Saemaul Education Institute in 1977.

The programmes consisted of spiritual education (50%), earnings (35%), and farm machinery operation (15%) in 186 hours. The teaching took place by inviting the Saemaul leaders to give lectures on successful cases of the programmes, having small group discussions, and visiting the developed Saemaul movement places.

2. The Educational Institute for the Farmers in Gyungnam

The purpose of this programme is to change intentionally the behaviour of the farmer in order to raise his standard of living. There are many programmes related to this such as Saemaul Education, Leadership Training of Farming, professional education and farm machine education.

Seoul Training Centre for the Factory Saemaul Movement, Ministry of Commerce and Industry

This programme was launched after the oil crisis. Three classes are offered to three different groups of people. They are the classes for top managers, leaders, and women. Activities in this programme cover:

a) innovation of spirits;
b) situation of international economy;
c) factory Saemaul movement;
d) presentation of developed or successful cases;
e) group discussion; and
f) visit to projects

4. Jungsoo Vocational Training Centre

This centre was established in Seoul in 1972. The purposes of this centre are:

a) improvement of social skills, autonomy, and life skills needed in home, factory, and social life;

b) cultivation of craftsmanship, technical skill and knowledge; and

c) establishment of dignity and self-confidence.

To complete the course, the participants have to spend 1960 hours. Both theory and practice are emphasized in the training programme.

Problems

After group discussion, the problems were identified according to the following areas:

1. Effective operational modes of non-formal education

a) Lack of relevance to the need of individual groups;
b) Lack of studies relating to programme development;
c) Effective teaching methods were not yet practised;
d) Lack of leadership.

2. Linkage of non-formal education with schools

a) Lack of clarity of the concept of non-formal education;
b) Lack in professional competency of personnel;
c) No effective linkage;
d) Lack of co-ordination among programmes;
e) No information flow network.

3. Effective administrative mechanism for non-formal education

a) Lack of co-ordination among the government agencies;
b) Lack of a co-operative network between the government agencies and voluntary organizations;

Development of productive skills

c) The abrupt increase in the number of organizations.

Recommendations

Group I - Effective operational modes of non-formal education

1. Development of more divergent and relevant programmes;
2. Development of new teaching methods;
3. Development of relevant instructional materials;
4. Creation of instructional infrastructures for leadership training.

Group II - Linkage of non-formal education with schools

1. Conducting of an extensive study;
2. Creation of a research institute;
3. Enacting an education law pertaining to non-formal programmes;
4. Strengthening the educational functions of public libraries.

Group III - Effective administrative mechanism for non-formal education

1. Establishing a plan and policy in the context of the total system (formal and non-formal system);
2. Supporting and promoting the programmes;
3. Formulating a long-term development plan;
4. Institutionalizing a planned and co-ordinated body under the direct supervision of the Prime Minister.

PHILIPPINES

Realizing the need for setting up sound programmes of non-formal and alternative structures in education, a national seminar workshop on non-formal education interlinking work and learning with emphasis on productive skills and rural development was held on 23-27 April 1979, jointly sponsored by the Ministry of Education and Culture and the Asian Centre of Educational Innovation for Development (ACEID). The objectives of this seminar were the following:

1. To identify highly innovative experiences and activities combining work and learning;
2. To plan strategies for the effective dissemination of the results of the seminar; and
3. To create greater awareness and understanding among policy-makers and implementors.

The workshop, which was held in Bulacan College of Arts and Trades, Malolos, Bulacan, was attended by 40 participants from the agricultural, fishery, trade-technical, and home industries schools. Assistant Superintendents in charge of non-formal education from 13 regions and some representatives from private sectors also attended. Ten consultants and resource persons were invited to discuss topics relevant to the theme of the workshop.

The workshop included visits to schools with outstanding programmes on educational innovation and alternative structures, as well as various cottage industries.

Among the important topics discussed were the following:

1. NEDA-Economic Based Development Plans;
2. Barangay Leadership and Community Development Programmes;
3. The Bayanihan School Programme;
4. The Mobile School Programme;
5. New approaches in agricultural extension education;
6. Innovation in fishery education/technology;
7. Mass production techniques in home industries;
8. The management of skill training;
9. Science and technology in non-formal education; and
10. Job Creation Programme of the Government

Innovative programmes and projects on non-formal education and alternative structures in education with emphasis on productive skills

1. The Bayanihan School Programme

This programme was launched in 1971 by the Palawan National Agricultural College. The main purpose was to bring back to school out-of-school youth and adults and to extend assistance to farmers in rural areas. It is a partnership between the people and the government.

The Bayanihan School Programme is a radical departure from the traditional vocational school curriculum. Vocational instruction is taken by the students right in their own community during the first two years of the high school curriculum. Academic instruction is either given to them in the campus of PNAC or in their own locality during the last two years of high school.

2. The Mobile School

The mobile school is an innovation conceived and organized in 1972 by the then Superintendent of Capiz Institute of Technology. The main purpose of organizing the mobile school was to bring technology to the country-side by means of teaching people productive skills.

The mobile school is a 'school on wheels' housed in a large van with various training aids and facilities. It is designed to penetrate the remote barrios, villages and other parts of rural areas to bring the benefits of non-formal education to those who cannot afford to pursue formal schooling.

3. Community Outreach Non-Formal Education Programme

The Community Outreach Programme was conceived and organized in 1977 by the Vocational College Superintendent of the Iloilo School of Arts and Trades. Its main purpose is to help people in the countryside develop small-scale cottage industries and to create job opportunities for them.

This non-formal education programme has been an on-going programme of the Iloilo School of Arts and Trades since 1977. Its innovative features are that it springs from the desire of school officials to help improve the quality of rural life and to promote the acceptance by rural folk of the government

policy to disperse government resources and expertise in the countryside in order to distribute wealth and income equally.

4. Non-Formal Education Training Programmes for Skilled Workers

These training programmes for skilled workers are undertaken by almost all National Schools of Arts and Trades all over the country. The main purpose is to train out-of-school youth in different vocational courses such as electricity, mechanics, carpentry, metal working, dressmaking, tailoring, food service, and similar trades. The training programme is conducted outside the regular school curriculum and is of short duration. The students are allowed to enrol at any time.

The training programmes for skilled workers are conducted by means of linkages with other government agencies. They are usually sponsored by the National Manpower and Youth Council, the local government where the school is located and other public and private agencies.

5. Non-Formal Education for Job Creation in the Countryside

Non-Formal Education for Job Creation in the Countryside was organized in the Capiz Agricultural and Fishery School. It is an on-going programme designed to mobilize the population and maximize agricultural and cottage industry production contributing to the socio-economic development of the community.

The main feature of this non-formal education programme is that the barangay population is organized, trained, and assisted to the extent that they can do things for themselves.

Outcomes and significant accomplishments

The innovative programmes and projects on non-formal education have produced certain results and made significant accomplishments in developing productive skills. Because of these programmes, people have been helped to produce articles or goods out of raw materials available in the community, thereby augmenting their income. Beneficiaries of the programmes are mostly low-income residents or villagers.

Problems common to non-formal education programmes in the Philippines

Some problems come in the way of carrying out programmes of non-formal education. The initial resistance of some sectors, the indifference or lukewarm attitude of certain people, lack of funds and resources, lack of trained personnel to undertake non-formal education programmes, and poor co-ordination among government agencies concerned with the programmes are identified as among the most common.

Recommendations

1. The participants discussed various innovative projects combining work and learning with emphasis on productive skills and rural development in several schools, divisions and State colleges and universities. It was recommended that similar pro-

jects be developed by other schools or divisions. Specifically the PNAC Bayanihan School Programme (Palao, 1971) and the Mobile School Programme (Pugne, 1972) were strongly recommended for adoption.

2. To further strengthen the programmes of non-formal and alternative structures in education, the participants of the workshop strongly recommended:

   a) That a National Co-ordinating Council (NCC) on non-formal education under the Office of the President be created, composed of the following agencies: NMYC, MLGCD, MSSD, BAEX, ACAP, PASUC, ARES (MAR), the Bureau of Rural Youth, and other organizations involved in non-formal education with the Deputy Minister of the ONFE-MEC as Chairman;

   b) That a non-formal education training, research and development centre (NFE-TRDC) be established at the national and regional levels;

   c) That positions for full-time non-formal education personnel be created at the national, regional, division, district and school levels, as well as in vocational schools, State colleges and universities;

   d) That adequate funds be provided for non-formal education in the national budget;

   e) That implementing rules and regulations of R.A. 5447 be amended to make non-formal education a priority programme;

   f) That aids and/or donations to non-formal education by private agencies, associations, and individuals be considered tax exempt;

   g) That teacher training programmes be expanded to include adequate training in non-formal education for prospective teachers who posses proper attitudes and skills; and

   h) That aside from the training, research and development centres, private industries and firms should undertake innovative training programmes, research and development studies and surveys related to non-formal education with emphasis on production to be disseminated to centres and field personnel to match manpower training with the immediate needs of the industries in the country.

THAILAND

In Thailand non-formal education is not a new 'happening' in the domain of education. Many government and private agencies have already organized non-formal education that emphasized the development of productive skills. Such agencies are the Department of Labour, the Department of Industrial Promotion, the Department of Agricultural Extension, the Department of Social Welfare, and the Department of Non-formal Education. In order to make full use of these national resources, there must be close co-operation between both in and out-of-school agencies and organizations. Linkage of formal and non-formal education in the area of productive skills is therefore indispensable.

Development of productive skills

Objectives of the workshop

1. To build up mutual understanding of the necessity and importance of a linkage between formal and non-formal education, especially in the area of productive skill development among officials and administrators, so as to improve their co-ordination and co-operation;
2. To inform agencies concerned with both formal and non-formal education of the educational resources which may be useful to the learning/teaching process;
3. To seek approaches to link the formal educational system to that of non-formal education with emphasis on the development of productive skills;
4. To heighten the knowledge and understanding of personnel in the field of teacher education, of the linkage of formal and non-formal education, especially in the area of productive skill development.

Participation and procedure of the workshop

The workshop was organized from 2-6 April 1979 at Nakorn Rachasima province and was attended by 82 participants representing private agencies and government organizations from the different Departments and Ministries referred to above.

The workshop was conducted in the following manner: presentation by resource persons, reports by some workshop participants, small group discussion, and study visits to projects relating to non-formal education. Data and information from such activities were synthesized and prepared for the workshop report. The draft report of the workshop was discussed and adopted by the participants at the concluding session on 6 April 1979.

Problems and recommendations on linkage of formal and non-formal education

Problems

1. Co-ordination between various agencies has not been very effective. This may be due to the following:
   a) Most agencies do not fully realize the role of others;
   b) There is no central agency to draw up a master plan or guidelines for a national policy to be accepted and practised by all;
   c) Most agencies concerned have not given their fullest co-operation, for they fail to see the benefits which may arise out of such mutual interest.
2. Certain laws and regulations such as the labour law and financial regulations have not fully served to enhance the smooth linkage of formal and non-formal education.
3. The budget allotted for administration, material and equipment to be used in job training, is inadequate.

4. Productive skill training, in certain cases, is set up with the consent of the project organizers, but without enough consideration of the genuine needs of the people in the community.

5. Effective follow-up of training is needed in many respects, such as allocating markets for the products made by the trainees.

6. The values and attitudes of most people at present still hinder efforts toward the development of productive skills; for instance, many people do not value manual skill work, others lack self-help motivation and qualities such as responsibility, honesty, and system of work necessary for job performance.

Recommendations

1. Organizing national conferences or seminars at least once a year to provide opportunities for representatives from various agencies to exchange ideas and experiences to improve the linkage among them, and to evaluate or to follow up the activities that have been undertaken.

2. Linkages may be achieved through co-ordination and co-planning by:

   a) establishing a co-planning system among all relevant agencies; and

   b) establishing a proper co-ordination system which provides for flexibility and the resolution of overlaps and conflicts.

3. Linkage may be achieved through certain administrative methods such as:

   a) establishing academic continuation, accreditation in terms of standard and quality of each type of education, and giving provision for transfer of credits from one type of education to another;

   b) exchanging academic services;

   c) sharing resources and facilities such as buildings, workshops, or instructors; and

   d) providing opportunities to join in with community development programmes.

4. The possibility and effectiveness of linkage can be achieved if the agencies on both sides gain mutual benefit from their co-operation.

Chapter Two

SYNTHESIS OF COUNTRY EXPERIENCES

Five national workshops on non-formal education (NFE) which were undertaken in Bangladesh, Indonesia, Philippines, Republic of Korea, and Thailand during January/April 1979 and experiences of all countries including India on the same subject were discussed and considered. ~~(Summary of country reports are in Annex III)~~ The objective of this activity was to review and share among them experiences in the participants' own countries, and to explore trends, problems and issues relating to the development of productive skills through non-formal and alternative structures in education as well as the linkages of formal and non-formal education in skill development.

Based on the discussions, the group reviewed and synthesized those experiences which were of common concern. Their presentation was organized under six main headings, as follows:

1. Organizational structure

An analysis of the reports presented by six Asian countries on non-formal education during the sub-regional training workshop reveals that all these countries have similarities in their NFE programmes which can be classified into three categories. These are: (1) NFE programmes conducted by the government under several ministries: (2) semi-government NFE programmes; and (3) NFE programmes organized by private agencies.

There are two ways of organizing and co-ordinating NFE programmes. One way is to appoint national, regional, provincial, district and village officials and charge them with the responsibility of organizing and co-ordinating them. These officials are commonly assigned under the Ministry of Education and Culture. In another way, the programmes are organized and co-ordinated by other ministries and the private sectors which have their respective NFE co-ordinators.

In general, there are two types of NFE organizational structures. One is the centralized system and the other is the autonomous or decentralized one. Indonesia, Thailand and the Philippines have centralized organizational structures with decentralized operational functions. India, Republic of Korea, and Bangladesh have autonomous or decentralized organizational structures.

The reports of the participants revealed that the efficiency in operating non-formal education programmes does not depend on the type of NFE organizational structure alone but also on strategies, methodologies and approaches.

NFE programmes and activities in Indonesia are not the concern of only one ministry but also of other ministries, non-government institutions and private organizations. To avoid overlapping of

NFE programmes and activities and to improve their efficiency, a co-ordinating body was established in 1975. The Directorate General for out-of-school education and sport was appointed to serve as co-ordinator. He is the Chairman of the National Technical Co-ordinating Committee (NTCC) and is in charge of planning, programming, and co-ordinating NFE programmes and activities at the national, regional, and provincial levels comprising government departments and social organizations. The organizational structure at the national level is staffed with (i) Directorate General for Out-of-School Education, Youth and Sports, Ministry of Education and Culture; and (ii) Directorate Community Education. At the provincial level, there is the Community Education Sector. At the district and sub-district levels, there are the Community Education in Sport and Youth Section and Office of Community Education Supervisors respectively.

In Thailand, NFE is not only the function of the Ministry of Education but also of other ministries of the government. These ministries have NFE programmes designed for rural development. To co-ordinate these, the Department of Non-Formal Education was established in 1979. A national committee on non-formal education was organized with the Under-Secretary of State for Education as Chairman, the Director General of the Department of Non-Formal Education as Secretary and the Director of Planning and Research as Deputy Secretary of the committee. At the regional level, are organized ad hoc committees in non-formal education. The head of the Regional NFE Centre is the Chairman. At the provincial level, the governor of the province is the chairman of the NFE committee. The Province Educational Officer is the Secretary and the Head of the Life-Long Education Centre is the Deputy Secretary.

A more formalized organizational structure for non-formal education in the Philippines started in 1977 as an implementation of Presidential Decree No. 1139 which created the Office of Under-Secretary of Education and Culture for Non-Formal Education. Working with the Deputy Minister for Non-Formal Education (formerly Under-Secretary) are four national co-ordinators for non-formal education. At the regional level, there are 13 Regional Supervisors for non-formal education. In every Provincial/City Division, one Assistant Superintendent is assigned to take charge of non-formal education. Assisting the Assistant Superintendent is the Provincial/City NFE Supervisor, a position formerly known as the Community and Adult Education Supervisor, and at the district level a District NFE Co-ordinator is designated. Private schools, colleges and State universities have school NFE co-ordinators.

In India, the Ministry of Education and Social Welfare has over-all charge of the major NFE programmes as far as the field of education is concerned. The two arms of the Ministry for this programme are the National Council of Educational Research (NCERT), and the Directorate of Non-Formal (Adult) Education at the Central level. In addition, there is a National Co-ordination Committee involving inter-ministerial experts and ad hoc committees are utilized for various specific tasks. Similar structure percolates down to the State and district levels for effective implementation of the programmes.

Development of productive skills

In the field of agriculture, the Indian Council of Agricultural Research (ICAR) is responsible for NFE programmes at the central level, and the Directorate of Agricultural Universities and the Extension Division of the Agricultural Research Institute at the State levels. The latter two institutions undertake NFE activities to a limited extent in the neighbouring district/area, whereas the machinery of the State Government, Department of Agriculture, is responsible for the total non-formal programmes through the extension structure and services.

Both in general education as well as in agricultural education, efforts are being made for inter-ministerial, inter-departmental and inter-institutional collaboration in enlarging and implementing the NFE programmes.

In the Republic of Korea, there is no formal governmental organizational structure for NFE. Non-formal education is conducted by various government and private organizations. The Ministry of Education operates the following NFE programmes: (i) air and correspondence education, (ii) civic and higher civic schools, (iii) trade schools for out-of-school youth, and (iv) trade and higher trade schools. The Office of Labour, Ministry of Health and Social Welfare and Labour operates vocational training centres. The Ministry of Home Affairs operates citizens' colleges and mothers' classrooms and co-ordinates the Saemaul Movement.

In Bangladesh several agencies both government and private are currently engaged in NFE activities. There is a National Mass Literacy Council responsible for policy making with respect to non-formal education, having the Vice-President as its chairman and Ministers in charge of relevant ministries as members of the council. The NFE training programmes for skill development of the Ministry of Education are handled by the Directorate of Technical Education through its Polytechnique and Monotechnique Vocational Institutes and by the Directorate of Public Instruction through its Adult Education Division, Bangladesh Education Extension and Research Institute and Academy for Fundamental Education.

The ministries which conduct NFE programmes are the Ministry of Agriculture, the Ministry of Local Government, Rural Development and Co-operatives, the Ministry of Health, Population Central and Family Planning, the Ministry of Manpower Development and Social Welfare, the Ministry of Industries, the Bangladesh Academy for Rural Development and the Regional Academy for Rural Development. In addition there are also other semi-government agencies which are engaged in skill training such as Cotton Industry Co-operations, Sugar Industry Co-operations, Steel Mill Co-operations and the Power Development Board. Some private agencies like the Bangladesh Association for Community Education (BACE), the Bangladesh Rural Advancement Committee (BRAC) and other local based agencies also conduct skill training in their own autonomous ways.

2. Innovative features and strategies

Attempts have been made to synthesize the programme, pinpoint the innovative features, and indicate the strategies which the participating countries have evolved and are pursuing.

A. Government policies

In all the participating countries, there is a realization that the formal schooling system has not met the total aspirations of the people. Hence added attention is being paid to non-formal education. While most of the participating countries consider NFE as a device to supplement and complement the formal schooling system, they do not make a clear-cut distinction between formal and non-formal education.

The participating countries have adopted major policy decisions with respect to the eradication of poverty and unemployment, the creation of equal opportunities to all sections of the society, the universalization of education with due stress on NFE, the development of productive skills through varied training programmes and the rapid transfer of appropriate technology to rural areas. The government of Thailand further emphasizes a decentralized administrative system for effectively implementing the NFE programmes. These programmes, among other things, pay special attention to including "Khit-Pen" capabilities (a "Khit-Pen" man is one who is able to adapt himself in constant harmony with his ever-changing surroundings, and will, consequently, be able to lead a happy life).

India and Bangladesh have lately been reinforcing the universalization of elementary education with the support of NFE designs as well as stressing a massive programme of adult education and functional literacy. The government of Indonesia has also launched an extensive programme of adult education. The NFE programmes in the Republic of Korea, especially the "Saemaul Education", stresses the development of moral values, discipline, character, good citizenship and spiritual enhancement. The Philippine government has been seriously concerned about improving regional imbalances and the proper management of environment.

B. Development of productive skills

In all the participating countries, in view of the technological gaps and the breakthrough in science and technology, concerted efforts are being made to impart productive skills to the people. While the existing polytechniques and other technological institutions are being multiplied, special attention is being paid to train skilled manpower through non-formal training courses by organizing evening classes. The governments are encouraging both government and non-government organizations to expand their non-formal activities. In Bangladesh particular emphasis is being given to evening classes in order to convert school drop-outs into skilled manpower. For this purpose, the facilities of Polytechniques, Mono-technique and Commercial Institutes are being utilized.

Thailand administration seems to have paid sufficient attention to developing productive skills through various training programmes and institutions. Notable among them are Adult Vocational Schools (177), Mobile Adult Vocational Units (77), and Mobile Trade Training Schools (45). Adult vocational classes are run as evening classes in regular vocational/

secondary schools. The Mobile Adult Units normally offer a three-month course in the field of agriculture, dress-making and mechanics. After the completion of the courses, and based on the needs of other communities, the units can be transferred. The courses in the Mobile Trade Training Schools are relatively longer and the schools may be transferred to other communities, though such a transfer is normally difficult in view of the heavy equipment involved. There are five Institutes for the Development of Manual Skills for out-of-school students. The courses are organized in two phases-first, from 2-11 months, and second, from 2-4 months. In provinces where such Institutes do not exist, linkage with formal schools and colleges are maintained for offering such courses. Skill-training courses have also been organized for encouraging family enterprises.

The Republic of Korea has provided strong leadership in the promotion of productive-skill education by supporting public and private institutions financially and administratively. The Trade Schools (attached to the vocational schools), the Vocational Training Centres and the Higher Trade Schools have contributed considerably to the skill manpower development of the country. These institutions have been offering varied technical courses ranging from three months to three years. The training courses have been linked with industrial concerns for "shop practice". There are numerous short courses organized by government and private organizations in the field of agriculture and allied areas.

In the Philippines, two vocational training designs are notable, the Bayanihan School Programme and the Mobile School. The 13 Bayanihan Schools, besides providing skill training in agriculture, have provided ample opportunities for self-reliance and development of leadership qualities in the youngsters under training. The combination of two years of vocational training on school campus followed by two years of formal training either in the college agricultural school or "self-sustained schools" in the community, appears to be an excellent approach.

The Mobile School Programme has been effective in penetrating remote rural areas and in imparting skills to out-of-school youths and jobless adults. Whenever nomadic communities exist, this design can be successfully utilized. In addition, various departments and institutions in the Philippines have engaged in offering short and long skill-courses in the field of crop production, livestock production, fisheries, and other technical areas.

In Indonesia, skill training of youngsters has been provided in the fields of agriculture, cottage industries and home crafts, home science and other technical subjects through eight different projects, namely: Pesantren Darul Falah Bogor, PKB Biring-Ngkanaya, Kelapa Dua Human Development, Bontoa Human Development, Kejar Project of Penmas, PLKI Ujung Pandang, PKB Anjatan and Community Laboratory of IKIP Ujung Pandang.

The government of India has given cognizance to the dignity of labour and to developing skills in people in varied fields. The new pattern of education has introduced work-

experience as an integral part of high school curricula and vocational courses at the high secondary level. In the field of agriculture, the scheme on "Krishi Vigyan Kendra" sponsored by the ICAR is a first line training institution for practising farmers and fishermen. The training is imparted by the method of work-experience, unlike the traditional training programmes, based on the principle of learning by doing. The training is provided on as well as off the campus. Courses are based on the felt needs of the people but no certificates or diplomas are awarded in order to attract only the practising farmers and farm women, and young farmers desirous of farming or self-employment. Finding difficulty in locating practical teachers for the Krishi Vigyan Kendras, eight Trainers Training Centres have been established to train the teachers. The training curricula include both pedagogy and technology in the proportion of about 20:80.

C. Linkages between formal and non-formal education

There has been a conscientious effort in all of the participating countries to bring out-of-school youths back into the educational stream by preparing them through non-formal educational devices, and to provide non-formal educational facilities to the rural population in order to augment their abilities with which to get higher paying work. The government of Thailand has a general education programme to further the education of the out-of-school population from a pre-literacy level up to the end of secondary school. While classes take place in the regular day schools with need-based courses, the completion of the secondary school certificate would depend on the age and background of the clientele and the specific courses undertaken. Radio correspondence courses are also offered for the out-of-school population who cannot manage to come to the schools. Lately, the aims of the general education programme have been broadened to include assisting learners to cope with the immediate problems of their environment and to develop rational and critical judgement in problem-solving as well as the ability to "Khitpen". Since 1970, a functional literacy programme has been launched and offered at schools, temples and at the learners' homes. In 1975 the programme was further expanded.

To enhance the universalization of education, the government of the Republic of Korea has started "air and correspondence high schools", offering two year courses equivalent to that of the Junior Colleges. Instructions are given in radio programmes and questions and answers are encouraged through correspondence. After passing the national recognition examinations, students are provided with the same recognition of high school or junior college graduates. This programme seems to have great potential for the out-of-school population. In addition, two three-year courses - Civic school courses and higher civic school courses - have been instituted in the interest of out-of-school youngsters. After passing the examinations, they are provided with certificates.

Since 1977 the government of India has paid special attention to the universalization of elementary education by both

full-time (schooling) and part-time (non-formal) courses. The NFE courses for the age group 6-14 were organized in the context of productive areas and subjects. This demanded an inter-disciplinary approach. Both in India and Bangladesh adult education programmes and functional literacy have been emphasized. In most of the participating countries, the agricultural universities or colleges, general universities or colleges, Directorates of Extension and technical institutions have designs for NFE programmes. In Bangladesh, recently, the primary and secondary level curricula were revised to include environmental and population education and vocational courses have been introduced in order to divert a section of the students to different vocations.

Like Bangladesh and India, the government of Indonesia has enlarged programmes for the eradication of adult illiteracy and the intensification of adult education.

The Bayanihan School programme of Palawan National Agricultural College, Philippines, was established in 1971 with two centres with a view to bringing the out-of-school youth into the educational stream and to organizing training programmes and extension services for the rural community. This venture is a partnership between the government and the people. The vocational curriculum has been devised for two years, which is drastically different to that of the traditional vocational schools. However, the enrolled students may complete the courses in a shorter time by dint of hard work and background. The training in this school is imparted through individual and collective projects duly supervised by the college staff. After successful completion, the students may join the high school of the college or they may continue their education in the 'self-sustained school system' which is run in the community itself by the savings of the students' projects. The students manage this school and they may even dismiss the teachers if their performances are not satisfactory. This low-cost school system seems worthy of emulation.

Knowledge and information support to development

The technological break-through in most of the participating countries has demanded, beside technical skills, constant knowledge and information support to the extension agency and the clientele. Most of the developmental programmes require an inter-disciplinary approach and thus functional linkages with related agencies and institutions have been strengthened. All the participating countries have NFE strategies by way of extension services, community development programmes, and integrated rural development. Knowledge and information support have been given through various extension methods and aids like demonstrations, field days, mobile exhibitions, distribution of extension literature, meetings and discussions, library services, and mass media support through radio, newspapers, local magazines, and, in some cases, television.

Some participating countries have innovative programmes worthy of mention. For instance, the Mobile Library Services,

Village Newspaper Reading Centres, and Public Education Units (Mobile) in Thailand appear to have made considerable impact in rural areas. The interest groups programmes of the Department of Non-Formal Education (Thailand) is another non-formal training approach in the interest of specific groups. Such short training programmes (5-30 hours) have been organized on the basis of local requests or on the recognition of the felt needs of the interest group by extension professionals.

"Saemaul Undong" of the Republic of Korea is similar to programmes of community development or integrated rural development in other participating countries. Nevertheless, some of its innovative features need special treatment here. This programme was originally conceived and launched by the President of the Republic of Korea who has been keenly interested in the rapid progress of the countryside. Thus the programme has the benefit of the involvement of people from all levels. Orientation and training in the philosophy and design of Saemaul Education have been given to all irrespective of hierarchy and status, and it has the support and blessing of all. This movement rightly emphasizes the orientation of the people in moral education, spiritual values and discipline as a basis for accelerated development. Organized efforts to re-structure village farms and farming systems will go a long way in [illegible]sing and establishing production and raising standards of living.

Besides skill training, the Bayanihan School and the Mobile School of the Philippines provide scientific information to development programmes in their respective areas. The Community Outreach NFE Programmes, NFE Training Programme for Skilled Workers, and the NFE for Job Creation in the Countryside have been designed and devoted to training and supplying information to these concerned.

The eight Indonesian projects referred to earlier in the context of skill-training have been equally instrumental in the dissemination of information and in the transfer of technology. The Programme Kejar Paket (learning modules) seems to be specially designed for catering to the information needs of the rural population.

In Bangladesh the NFE vocational training programmes for rural people have been effective in providing technical information to the clientele in the fields of agriculture, small and cottage industries, and other light engineering works. The basic goal is to provide employment to rural youths and thus to retain them in their own areas. After training, they are provided with incentives in terms of a set of tools related to their respective trades. Short training courses for technological updating have been organized by most of the institutions or agencies concerned with development.

The Farmers Training Centres (150), the National Demonstration Programmes (2,000 per season) and the Operational Research Projects (26) are schemes committed to training and to giving information support to the Integrated Rural Development Programmes in India. The national demonstrations are conducted by the scientists themselves (not extension workers) in order to

show the maximum production potential of the improved technology and the related package of practices. They also serve as training ground for extension workers as well as farmers. The Operational Research Projects are intended to introduce specific improved technology in a water-shed area cluster of villages, and to identify the constraints coming in the way of technology transfer. The information generated through this project has been helpful to the change agents as well as to the farming community.

3. Planning, development and implementation

Analysis of the experiences of participating countries reveals some similarities as well as deficiencies in practices which are currently adopted by each country. The approaches to planning, development and implementation of NFE programmes depend largely on the organizational structures set up by these countries to carry them out.

Planning

In countries such as Bangladesh, India, Indonesia and the Republic of Korea, planning of NFE programmes is the responsibility of the respective ministries and concerned agencies (both semi-government and private). In Bangladesh, however, the policy planning responsibility is designated to the National Mass Literacy Council. In all the above countries the respective ministries will co-ordinate the planned programmes in their various departments.

In the Philippines and Thailand where there are established organizations in the Ministry of Education, the process of planning and co-ordination is more centralized. The Deputy Minister of Education and Culture for Non-Formal Education (Philippines) has an overall responsibility for the NFE Programmes of the Ministry of Education and Culture and for establishing linkages with institutions having similar programmes and activities. The Office of Deputy Minister for Non-Formal Education formulates, co-ordinates and supervises programmes and projects of the Ministry of Education and Culture as well as those which are planned and developed by private schools, colleges and universities.

In the case of Thailand, policy planning is under the responsibility of the National Non-Formal Education Committee whereas the operational plan is developed by the Ministries and Departments concerned. The Non-Formal Education Department of the Ministry of Education, for example, is responsible for both the planning and monitoring of the NFE activities of the Ministry. It also co-ordinates similar work of other Departments of the Ministry.

Development

Development includes the development of programmes and materials. In all countries, these activities are undertaken by the organizations concerned. However, in countries which have definite organizations and different levels of administration the task of developing programmes and materials for the respective levels is delegated to the personnel responsible for those levels. In most cases, plans which have been developed require approval from higher authorities before they can be implemented.

The mechanism for the planning and development of programmes and materials is more or less the same in most countries, i.e., by the use of a committee or appointed group of selected personnel. Sub-committees or sub-groups are sometimes set up to carry out certain tasks. These committees are dissolved after fulfilling their assignments.

One prominent trend in most participating countries with respect to materials development is that the use of local and indigenous materials is being seriously considered.

Implementation

This covers both the monitoring and evaluation of programmes and projects in non-formal education. For those countries which do not have a central organization in the Ministry of Education to take care of NFE, the responsible agencies monitor and evaluate their own programmes. They prepare their own schedule for the phasing and implementation of activities and either reinforce or modify their programmes on a feed-back system. In some countries like Indonesia, the staff of the government agencies at sub-districts (Kecamatan) level who are the field workers carry out the programmes under their respective departments. They also report what they have already done, how it is implemented, and its results are to the concerned officers at the national level. India has a quarterly and six-monthly reporting system for all programmes. Reports are critically examined and reviewed on the basis of follow-up actions undertaken at the appropriate level. There is also provision for inspection of programmes by staff from the central office with authority to take on-the-spot decisions. What is still very important is the provision for organizing annual workshops which aim at reviewing the proposed programmes, identifying problems and shortcomings and providing guidelines for the preparation of future programmes. Almost all programmes have a built-in mechanism for evaluation as they progress. There is also provision for the evaluation of programmes by an external team on an ad hoc basis. This is reinforced by regular evaluations made by the Evaluation Cell of the Planning Commission of India.

In the Republic of Korea, monitoring of the projects is made by the agencies concerned. Monitoring of the Saemaul Undong is a continuous process and a comprehensive evaluation is conducted by the Ministry of Home Affairs. Other private projects are usually monitored by extension agents close to the clients and evaluation reports are submitted for consideration to the higher authorities of the respective organizations.

In the Philippines and Thailand where definite organizations are established at the various levels of administration, the responsibility for planning at the operational level is delegated to the personnel responsible at that level. In the Philippines, the responsible personnel are: Regional NFE Supervisors (13); Assistant Superintendents in charge of NFE (126); Division NFE Supervisors (126); and District NFE Co-ordinators (1,674). Evaluation of the programmes are made through quarterly and annual reports prepared by the officers concerned. Thailand has established the Department of Non-Formal Education to take care of all NFE activities under its

jurisdiction. The implementation of programmes and projects are being carried out at several levels depending upon the nature of the programme. There are Regional and Provincial Centres which are directly responsible for their implementation. The Operation Division of the Department monitors the implementation of all activities by providing guidance and supervisory services. Evaluations of the programmes are usually made by the responsible organizations. However, the Planning and Research Division of the Department also makes on overall assessment of programmes.

In both the Philippines and Thailand, those programmes and projects undertaken by the other Ministries or non-government organizations are monitored by the respective organizations. The same is true for the evaluation of the programmes, for which instruments and procedures are developed and carried out independently.

4. Utilization of local resources

The effective utilization of local resources has been considered a crucial factor in the development of programmes of non-formal and alternative structures in evaluation. In most countries, resources are lacking or scarce while the needs are varied and mounting; hence the utilization of local resources has come to the fore. This has been the subject of inquiry and interesting study by the countries involved. It is in this context that many programmes which are being or are already developed have resorted to the use of local resources. Along this line, some countries see the need for drawing up a directory of experts in various fields of work in the community so that they may help to serve as resource persons in the local organizations of interest groups or job training. It has also been strongly suggested that the needs and possibilities of each project should be considered at the practical level rather than trying to imitate the success of other projects, because a project which is successful in one country may not be successful in another.

The shared use of resources and facilities such as buildings, workshops, instructional facilities, and staff has also been adopted. This sharing arrangement has been used to the best advantage by many educational institutions, agencies and community programmes. The Bayanihan School Programme, Philippines, which is based on the co-operative approach is such a programme where the school and the community put together their resources - PNAC responsible for the training staff and the community providing the buildings and other facilities. The mobile school in the Philippines utilizes local raw materials and existing school buildings, residential houses, chapel or community dwellings for skill training courses offered in the community. Training staff is recruited from local school teachers as well as people from the locality with special skills or knowledge.

The use of local or indigenous resources suitable to the locality has been seriously considered. Some countries encourage an arrangement wherein every home is considered as a school and every literate member of the house as the teacher. In Bangladesh, use of the soil as teaching-learning material (Mati and Kati) is encouraged. In some places the floor space and campus of the lakhs of mosques are suggested for use in the teaching of literacy.

There is a trend in most countries to innovate and devise methods using local talent and materials. In many situations NFE classes make effective use of locally-made innovative devices, equipment, or tools that are labour saving as well as cost saving (Mobile School, Philippines).

To facilitate the development of relevant instructional materials, some countries have established educational research institutes.

5. Community and people participation

In all countries NFE programmes with emphasis on the development of productive skill aim to develop and improve the quality of life of the people. The disadvantaged people from rural and remote areas are the common target groups. The assistance to such NFE programmes from local people, different agencies, and organizations is found in almost every country. However, some projects do not get enough participation from people and concerned agencies. Full participation by people and agencies depends upon the kinds of projects and the ways in which they are introduced. In most cases, if the NFE programmes are originated by the government or influential agencies and are relevant to the needs of people in the community, participation and co-operation tend to be high.

In the Republic of Korea, Saemaul Undong programme which is initiated by the President and serves the needs of the people has the full participation of the community as well as the organizations and agencies concerned. Similar NFE programmes like vocational training centres also received full support from the people.

In the case of Bangladesh, the campaign for mass literacy and other kinds of NFE programmes for the betterment of the population are supported and have the co-operation of the community at different levels of organization such as thana, union, village and so on.

Indonesia is another country whose NFE programmes such as IKIP Ujung Pandang and the Jombang Project have many sources of participation. Regardless of the clientele, these projects are joined and helped by government agencies and organizations. Participation from the villagers and resource persons from private sectors is also prominent.

In India, full support and co-operation from the people as well as the government agencies directly or indirectly concerned with the rural development programme is quite evident.

In Thailand, people's participation and assistance from private and government agencies are also given to NFE programmes. However, closer co-ordination and co-operation among private and government agencies are still needed to make full use of existing resources for improving people's quality of life.

In the Philippines, the Mobile School, the Bayanihan School Projects and some others gain participation and co-operation from various institutions. The Mobile School Project is assisted and co-operated by Barangay leaders, PTA Officers, local clubs, the Department of Social Services and Development, the Bureau of Agricultural Extension and other government agencies, as well as community members. The training and technical assistance are provided

by teachers, demonstrators and lecturers from private sectors. In the case of Bayanihan School, the PNAC, Barangay leaders, Samahang Nayon, community people, PTA, and students' associations support the project in the form of finance, equipment, land, labour, materials, instructors and technicians.

However, lack of participation on the part of local people and some organizations in some programmes still exists in many communities. This problem is due to several reasons, such as indifference or a lukewarm attitude of certain schools and/or local officials towards the project and lack of co-operation among members of the community.

6. Factors affecting non-formal education programmes

Discussions and deliberations on the country reports of national workshops elucidated a variety of factors which may hinder or facilitate NFE activities. These factors can be categorized under the following areas:

a) Concepts/philosophy/purpose. Bangladesh and Indonesia emphasize literacy promotion; India and the Philippines the development of productive skills; the Republic of Korea social values, and development of social life and culture to promote national unity, and Thailand the promotion of 'Khitpen' and problem solving ability. Commonly evident however is the development of self-reliance, self-dignity and pride, self-sacrifice and discipline.

Since a national decision and a strong political will are essential to establish and carry on effective non-formal education, a programme for the reorientation of the value systems of policy and decision makers is necessary. If there is no understanding and sympathy for this programme, prejudice and lack of concern will prevail. It is worth considering the case of the Republic of Korea where people from the levels of ministries down to the division chiefs undergo training in Saemaul education.

By this strategy a common purpose and concept can be clearly defined to provide guidance and direction to national programmes on non-formal education.

b) Structure and organization. In Thailand, Indonesia, the Republic of Korea and the Philippines, the structure has been formalized. Indonesia and Bangladesh give indications of determination to immediately organize and pursue vigorous non-formal education.

c) Manpower resources, financial, physical facilities and materials. Common to all countries is the lack of qualified teachers or trainers and lack of financial support. The Republic of Korea has indicated the need for the development of teaching materials. Except for the Republic of Korea and India, who have already done so, all countries are contemplating the establishment of training centres.

d) Management operations. Several government agencies and private sectors carry their own training programmes, resulting in unco-ordinated, unsystematized duplications,

poor quality of products and wastage of resources, both human and financial.

It may be desirable to establish a legal structure or organization on the national, regional, provincial and local levels to be responsible for the implementation, evaluation, monitoring and planning of NFE programmes. The experience of Bayanihan schools proved that a college can effectively run an NFE programme because of its triple function of instruction, research and extension. Besides this it has a pool of experts, scientists and students to assist in conducting such a programme.

e) State of national development. Manpower needs are usually determined in the national development plans. According to these needs, appropriate training programmes can be adopted either through the formal or non-formal system. But since there are more people who are out of school, the non-formal system should be seriously attended to and more investment should be directed to this sector of the society.

The state of development in this area bears heavily on the types of NFE programmes which create problems of co-ordination, co-operation and synchronization of training materials content and systems of implementation.

f) Socio-cultural customs and traditions. This factor greatly affects the effectiveness and efficiency of NFE programmes. However, the government can adopt a strong policy on this issue in order to accelerate NFE programme development.

Chapter Three

IN-DEPTH STUDIES OF PROJECTS ON NON-FORMAL EDUCATION

Following the sharing of country experiences on non-formal and alternative structures in education, the participants made an in-depth study of needs and resources of the community at Quinlogan village, Quezon, Palawan, as a pre-requisite for a critical appreciation of the Quinlogan Integrated Development Programme which consists of two components, namely, the Bayanihan School System and the Quinlogan Development Co-operative, Inc. Each of these components is further divided into inter-related sets of projects - the Bayanihan School System into two and the Quinlogan Development Co-operative, Inc. into five. In addition, the participants made in-depth studies of two projects at Central Luzon State University, Munoz, Nueva Ecija Province. The participants also studied the non-formal education project of the Philippine Rural Reconstruction Movement (PRRM) to broaden their experiences in the area. Notes on the relevant aspects of these projects were prepared by participants for activities in their own countries. Also, guidelines for study of projects were prepared and an overall view of the programmes of non-formal education for development of productive skills in the Philippines was presented by two resource persons (cf. Annex III). This chapter presents the study of projects in Quinlogan and those of Central Luzon State University.

A. Study of Integrated Development Programme at Quinlogan

1. Framework and objectives

The developmental programme at Quinlogan consists of two components, namely, the Bayanihan school programme and Quinlogan Development Co-operative, Inc. A conceptual model is presented in a diagram on page 37.

The objectives of the study were: a) to find out how the project was planned, developed, implemented and evaluated; b) to identify the strengths and weaknesses of the project with a view to making relevant implications for its improvement; c) to study the important achievements and outcomes of the project; and d) to identify innovative ideas and practices which may be applicable to individual participating countries. Participants separated into two groups to study the Bayanihan School Programme and the Quinlogan Development Co-operative, Inc. respectively.

In order to study the needs and resources as well as other factors and forces which impinge on design, execution, implementation and outcomes of the projects, the participants undertook a study of the community before they studied the projects in the area.

2. Context: Community Study

The objective of the study was to identify the critical factors and influences that led to the conceptualization and development

MAP OF THE PHILIPPINES
Showing venue of the workshop
and places visited by the participants

of the Quinlogan Integrated Development Programmes, leading subsequently to the development of the various projects. In undertaking this study, participants used guidelines as mentioned above. Their findings about the community were as follows:

a) Historical background

Quinlogan, the site of the project, is a barangay in the municipality of Quezon, Palawan, situated about 45 kilometers southwest of the town proper. It has a total land area of 5,600 hectares of public lands and 15,000 hectares of request reservation by Samahang Nayon. The total barangay population is estimated at 3,000, 90 per cent of which are Visayans (mostly Ilongo).

The major occupation of the people is farming, with average rice yields of 50 canvans (about 50 kilos) per hectare. Fishing and handicrafts are done minimally during the off-season when farmwork is not undertaken.

Quinlogan (or Kinolugan, a Palaweno word which means "curved") is a relatively new community. The pioneers were five men from Guilongan Negros Occidental, who in 1957 walked 65 kilometers from Abo-Abo to look for lands of their own. Twenty-one men later followed bringing with them their working implements and animals to make a settlement. The barrio site was chosen in 1960 and in 1962, a primary school was established. The organization of the barangay by Congressional enactment followed soon after.

As the population increased and the desire of the people for better schooling for their children developed, the barangay council took the initiative to availing themselves of the educational services of Palawan National Agricultural College (PNAC). In 1972 the College opened the Bayanihan School Programme in this community. This was followed by the organization of the Samahang Nayon with the assistance of the Bayanihan instructor deputized by the Ministry of Local Government and Community Development.

b) Socio-economic status

Quinlogan has at present an average per capita income of about ₱7,000 per year. After the project was launched in the community, the people's income increased about 15 per cent. The main occupation of the people is farming supplemented during lull periods by fishing and handicrafts work. The community products consist of farm crops like rice, corn, coconuts, peanuts, bananas; forest products like almaciga, firewood, rattan, honey; and animals such as chickens, hogs, goats, and carabaos. The natural resources which can be used for commercial as well as for everyday living are the fertile lands, forest resources and marine resources like fish, shells, and various sea products.

Of the present total population of Quinlogan, approximately 80 to 85 per cent can be considered as active manpower. (In Quinlogan all able children either engaging in household chores or in any farm work for the overall development of the community are considered active manpower).

The people expressed their needs and aspirations by saying that they would like to increase their income, be provided with better transportation facilities, medical and health facilities and marketing facilities. They would like to elevate the status of

their barrio into a municipality and to have a government physician and a nurse assigned to attend to their medical and health needs and that a Barrio Centre be put up where they can get medicine and other things needed for curing sick persons. Most of all they would like their children to receive better education.

Some of the major problems and constraints verbally expressed by the people are the following:

i) Issuing of land titles - the people can be considered squatters in as much as they still do not have legal titles of their lands;

ii) Illiteracy - about 7 per cent of the adult population are illiterate and no special programmes are being undertaken to solve this problem;

iii) Resistance to change - some segments of the population are resistant to any programme of drastic change although some are susceptible to gradual change;

iv) Lack of slow transfer of technology - due to their isolation, the people think that they are behind in technological and technical development.

c) Institutional infrastructures

Some institutions have been able to help facilitate community development efforts such as the following:

i) Government:

Quinlogan Integrated Council
Quinlogan Barangay Council
Elementary and Secondary Schools
Palawan National Agricultural College (PNAC)
Rural Health Services
Development Academy of the Philippines (DAP)
Ministry of Local Government and Community Development (MLGCD)

ii) Other institutions:

Quinlogan Development Co-operatives Inc.
Parent-Teacher Association (PTA)

iii) Religious organizations:

Catholic organizations
Baptist congregation
Islamic religious organizations

d) Outside contact/interactions

Community people come into contact with neighbouring communities or other far-away communities through various means but in rather limited ways due to their isolation. The most common means are the use of pump boats, trucks, sleds (buffalo carts), runners, and carabaos. The usual or common purpose of contacts or interactions are for barter of their products and for exchange of views and ideas. Some agencies have helped the community to develop some viable projects. The Canadian Embassy through the Development Academy of the Philippines (DAP) provided pump boat and blacksmithing

tools; the Ministry of Local Government and Community Development (MLGCD) provided the rice mill as grant-in-aid (GIA); PANC assigned instructors for the vocational programmes and give guidance in running the self-sustained school system (SSSS). To develop competence in managing the co-operatives, the Bureau of Co-operatives provided the people with guidance and training. Among the above-mentioned agencies involved in giving technical assistance or guidance, only PNAC extended regular facilities or services, while the others were only occasional in nature.

e) Community activities

Some notable community activities presently pursued that are likely to bring about community development are the following:

i) Building, by self-help means, school houses and other local educational projects;

ii) Constructing foot bridges to make it easier for people to transport their products and for children to go to school;

iii) Conducting lectures and demonstrations on nutrition and related subjects;

iv) Building rice paddies and making economic projects like poultry raising, hog raising, vegetable gardens, etc., as school activities; and

v) Planting trees and flowering or ornamental plants around the homes and the surroundings of the community for beautification as well as to maintain ecological balance.

f) Implications of the need for the project

The background information on Quinlogan community indicates clearly that there was a rapid increase of population during the past twenty years. Due to its abundant natural resources it can be expected that more and more outsiders will migrate to the community. This situation, coupled with the high rate of fertility, will no doubt make the rate of population growth even higher. This means that there will be more children of elementary as well as high school age who will want to obtain education. As the society grows the need for high school education will become more prominent. The need expressed by the people of Quinlogan for better education of their children makes it very desirable that a high school project should be launched, and a self-sustained school system is feasible due to the high per capita income of the people of the community. The rich natural resources, particularly the fertile land, also points to the need for an agricultural school for children. The co-operative spirit as shown in Quinlogan, such as building of school houses by self-help means and planting trees and flowers around the homes and the community surroundings, provide a very conducive atmosphere for co-operative projects such as the one now in operation. In addition, there are many other social and economic factors which facilitate the introduction of the current educational and economic programmes.

3. Individual project studies

a) The Bayanihan School Programme: 2 projects

The concept of Bayanihan School with its 8 years of history in Palawan Province, Philippines, has been recognized as a potential educational design for rural education reconstruction. Lately, its concept and design has been appreciated both at the national, and to some extent at the international level. It is based on the principle of "learn, earn, save and invest".

The evolution of the design of the Bayanihan School System is the product of the concern and creative mind of Mr. Miguel P. Palao - the president of the Palawan National Agricultural College (Aborlan). Mr. Palao, born and brought up in a farmer family of this province, suffered initial hardship and has known the plight of the rural people. As a committed young man with an agricultural education background he was able to develop an educational system which could surmount the burning problems of the people. This innovation is still in its infancy stage but its well-conceived approach and structure and also its successful history so far is indicative of its far-reaching implication and significance.

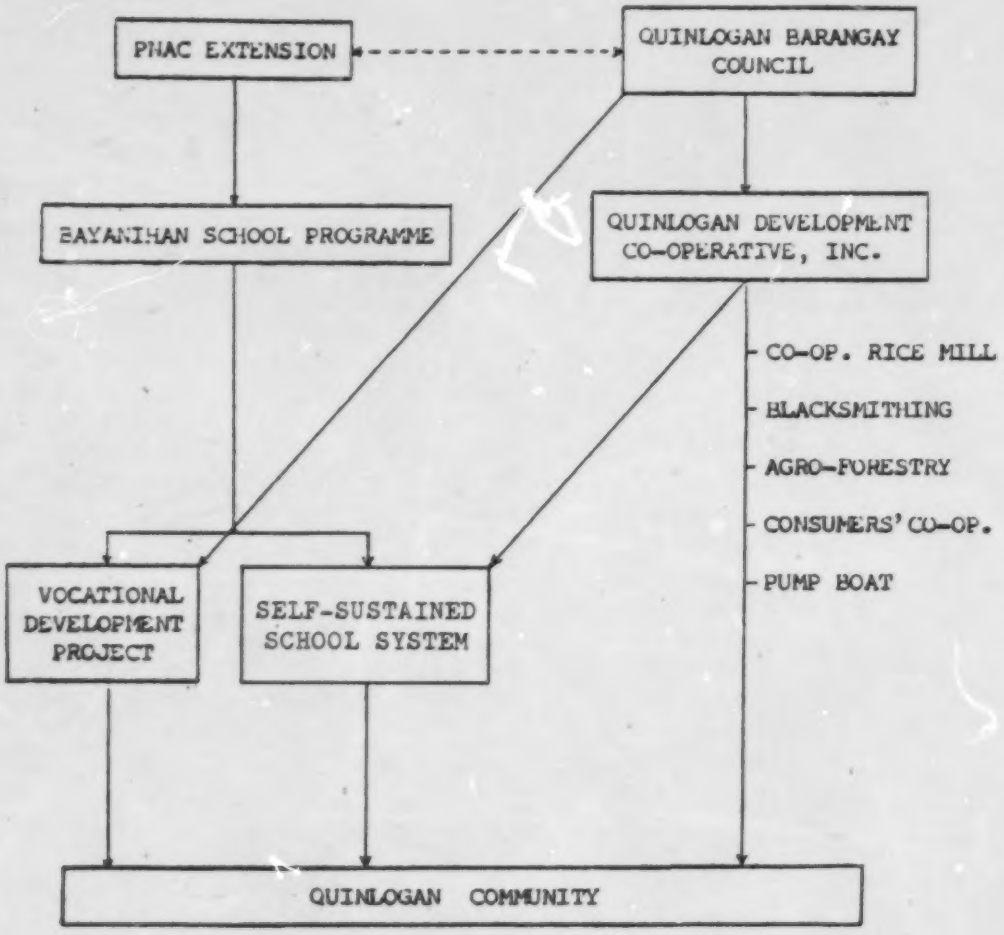
The Bayanihan School Programme was first launched in 1971 at two centres - Barong-Barong (Brooke's Point) and Malatgao (Narra) by PNAC. The programme aimed to bring back to school out-of-school youths and to extend technical assistance and guidance to rural people, especially the farmers. The school at Quinlogan was established in 1972 at the request of the community leaders. The general objectives of the school are:

i) To translate into reality the PNAC mission which states that, "PNAC, to be an effective change agent, is committed to work with Palawan communities and people in the attainment of self-sufficiency, self-reliance, balanced environment and progressiveness towards a better quality of life";
ii) To develop positive attitudes among the youths and adults in farm and home technological activities;
iii) To develop self-reliance and self-sufficiency among the rural folk and eventually enhance their socio-economic well-being.

The Bayanihan School Programme is a partnership between the people and the government. The Palawan National Agricultural College appropriates funds for the salaries of the live-in technicians and instructors. The community, on the other hand, provides the school buildings, chairs, tables, chalkboards and other classroom equipment needed by the students. Inter-agency linkages with the Ministry of Education and Culture, Ministry of Local Government and Community Development, Ministry of Agrarian Reform, Ministry of Social Services and Development, Ministry of Agriculture and other agencies have been established to carry out the programme. Implementation of the programme is carried out directly by the extension staff and live-in instructors and technicians of PNAC.

The barrio council has been instrumental, from the very beginning, in the establishment of this school and its functioning. They provide leadership and also material help whenever necessary. The barrio folks take pride in making contributions toward the

CONCEPTUAL MODEL OF QUINLOGAN INTEGRATED DEVELOPMENT PROGRAMME



establishment of this school. After the school started, the Parent-Teacher Association (PTA) was formed and meets monthly to discuss the programme and problems of their respective wards and other issues in relation to the school. A Local School Board is constituted which comprises the president of PNAC or his representative as chairman, the Barrio Captain as Vice-Chairman, the PTA President, a member of the Barangay Council, the representatives of the educational and religious sectors, and the instructors of the Bayanihan School as members. After the policy decisions by the Local School Board, the Barrio Captain (Vice-Chairman) automatically becomes the administrator of this school.

The recruitment of teachers is one of the most difficult tasks. Not only should the teacher have a Bachelor's degree in Agriculture, he should also possess willingness and enjoy working with the barrio people. The hiring of instructors for one barrio depends on the number of students and the population of the barrio. As a guide, 40 students will call for the assignment of one instructor. When the number of students reaches 80 then at least two

live-in instructors will be required. It should be emphasized that if one instructor is an agronomy major, the other one should be an animal husbandry major. The instructor is required to sign a contract stating, among other things, that he has to work "seven days a week" if necessary. This implies that the instructor should work on Saturdays, Sundays and holidays if needed. Subject-matter specialists are also hired to roam around the Bayanihan School centres teaching skills in Farm Mechanics, Handicrafts, Home Mechanics, Nutrition, Family Planning and Co-operatives.

The school operates under the guidance and supervision of PNAC. The college maintains a very close supervision of the activities of the school. The frequent visits by college extension staff and the support to the school and its projects have been helpful in keeping the programmes on the right track.

The instructor visits the PNAC campus once a month to review the programme with the President of the Extension Department or his supervisory staff. The staff members of this school are required to submit quarterly and annual reports covering accomplishment as well as constraints. At the local level, the local School Board keeps very close watch on the activities and programmes of this school, and the Bayanihan spirit is normally applied in resolving the problems of the school as best as possible.

To evaluate the programme several methods have been applied for objective assessment of the school performance. The following evaluations already conducted may be referred to as an illustration:

a. Periodic evaluation conducted by the centre/instructor/technicians and PNAC extension staff.

b. Social cost-benefit analysis conducted by Dr. Serafin D. Talisayon, Assoc. Prof. and Deputy Dean of PCAS, U.P. Diliman.

c. Evaluation of the impact of the programme conducted by two instructors of the college for their master's thesis.

d. On-going study to evaluate the impact of the programme funded by the Philippine Council for Agriculture and Resources Research (PCARR).

Bayanihan School Programme consists of two separate but continuous school programmes, namely, Vocational Development Programme and Self-Sustained School System. Both programmes provide a two-year course of study for out-of-school youth in the community.

1. Vocational Development Programme (VDP)

Objectives

a) To prepare for a vocation keeping in view the community resources and needs; and

b) To learn skills for an enterprise/project managership and community leadership.

Programmes and methods

There are two phases in the vocational development programme: phase I is the orientation programme which is divided into 4 modules;

and phase II deals with the training programmes/commodity courses. Module 1 of the orientation programme is intended to motivate the learners to discover their weak and strong points; Module 2 will induce learners to understand themselves, their family and community, and their responsibilities as members of the society; Module 3 will lead them to community study; and the Module 4 to action planning.

In phase II, the vocational development programme is introduced. This training programme is accomplished through four major components:

a) one major course;
b) four minor courses;
c) nine contributory courses; and
d) six supplementary courses.

Thus, there are 20 commodity courses in all.

In the orientation programme (4 modules) students devote about 119 hours, whereas in the vocational training courses, they spend about 960 hours each in the first and second years. The programme is flexible enough to accommodate varied age groups between 13 and 25 years old or more. Students may complete their programme in two years or less depending upon their background and performance.

The students may take up major and minor courses according to their needs; the projects may belong to agriculture, horticulture or animal sciences. The major projects in crops must be ¼ hectare of rice or any crops or at least 10 swine, or 50 poultry birds, etc. As a requirement each student must deposit ₱500.00 of his earning income to the co-operative union of the community.

The approach to development of vocational skills is very natural and most suited to the community conditions and limitations. For instance, the students are required to work on the individual and group projects on their own farm for 80 per cent of the time. They are not required to stay on the campus which could make difficulties in view of the distances involved, non-availability of roads, and non-existence of transportation. While the students work on their projects for five days, the first two days of each week involve course work on campus. The supervised farming method, where a student can develop a total perspective of farm planning, farm development, cultivation and other related operations, has been adopted for vocational training. The management of the projects and the decision-making involved give them confidence in farming. The instructors of the school visit their projects at least once every month and normally more than once for the communities which are relatively close to the campus.

The individual and group projects which the participants visited were very encouraging. The students are expected to work the Bayanihan way. They must work together in their communal, demonstration and compact farms as well as on individual projects. Nevertheless, in projects such as these, the students are likely to take advantage of their family members and thus get less involved in the project activities. About 15 per cent of such defaulters, on an average, was reported.

Two days' instruction on the campus also opens the way to communication. In fact, the problem-solving technique is used, where both teachers and students are intimately involved in tackling the problems which the students encounter in the projects. However, the discussions and interviews revealed that during these two years, the students are relatively less involved in consulting scientific literature on the subjects. The library facility is rather inadequate.

Regarding the evaluation, the students are evaluated through: (i) their projects' standing and production; (ii) skill performance; and (iii) the saving made out of the projects.

Based on the approach and methodology which this school follows both on and off the campus, the following innovative features are apparent:

a) Humanistic curriculum: it is expected that the youngsters will be affected by the humanizing element of the compassionate society and will be willing to understand the plight of its members and work for the common good;

b) Concept-based teaching: the content is made up of concepts and processes in increasing difficulty and sophistication suited to the capacities and capabilities of the students;

c) Community-based: the teaching is always based on the problems and needs of the community and its available resources; and

d) Project analysis oriented: this is a new approach which takes the place of the skills and capital formation scheme of original Bayanihan School curriculum.

Achievements

a) There is an increase in the level of educational attainment due to the presence of the vocational development programme of the PNAC Bayanihan School;
b) The students have organized a laboratory co-operative credit union, and the total deposits of Quinlogan students is now ₱18,000.00;
c) The students organized a laboratory consumer co-operative in September 1975. This was converted into a Community Consumer Co-operative in January 1976;
d) There was an increase in production of rice from 50 cavans to 80 cavans per hectare today;
e) At first the students expressed their doubts about the programme but today they express positive attitudes;
f) There are now twelve VDP graduates who are already employed;
g) The students have their communal farm and work in groups;
h) The Bayanihan instructors were credited by the students and their parents as the persons responsible for conducting training and instruction in the barrio.

2. Self-Sustained School System (SSSS)

The working experience with the Vocational Development Programme System led to another innovation called the Self-Sustained

School System. Prior to this system, the academic courses (2 years) of the four-year secondary agricultural vocational course was offered at PNAC. The latter two years were still very hard for the students in view of the expenses involved and the poor communication and transportation facilities. The self-sustained school system came to resolve this problem in 1973.

Objectives

The main objectives of this school system was to take the academic programme to the doors of the young farmers. This could encourage the out-of-school youths to take advantage of the school without extra inconveniences and expenses. More specifically the objectives are:

a) To provide educational opportunity to rural youngsters at the secondary level and open the door for higher education;

b) To foster the self-sustained spirit in helping oneself by earning while learning; and

c) To learn management ability through participation in the management of the self-sustained school.

Programmes and methods

The SSSS programme is a two-year course following the vocational development programmes. The subjects are distributed in four semesters covering 1300 hours and 1400 hours in the first and second years respectively. The subjects of the new revised curriculum are communication arts (English), communication arts (Pilipino), social studies, natural sciences, and mathematics. The students are admitted to academic courses after successful completion of the vocational programme (Certificate of Proficiency).

The method of teaching is mainly by lecture. However, in order to make the teaching interesting and effective, the question-answer sessions and workshop approaches are utilized. Sometimes classes are held outside the classroom in the midst of nature. These variations keep the students happy and interested in the teaching-learning process. The period normally consists of one hour and ten minutes, but in the laboratory there are variations in timing based on the requirements of the students. The students are also assigned to work on outside projects in order to gain practical insight.

During the academic programmes, the students are evaluated through quizzes (30%), projects (20%), mastery of subjects (25%), and periodical tests (25%). The students are required to pass the National College Entrance Examination (NCEE) after graduating from this school if they intend to enter college.

Achievements

a. The students and the Samahang Nayon pay for the salary of their teachers;

b. The SSSS graduates continue to seek higher education - most of the graduates are employed;

c. The students provide their own books;

d. The SSSS is a self-supporting and community development tool brought to the doors of students and the farmers; and

e. Not only the students but also the local folks participate in communal production projects, demonstration farms, and instructional research activities.

b) Quinlogan Development Co-operative, Inc. Programme: 5 projects

The Quinlogan Development Co-operative, Inc. (QDCI) started as a laboratory co-operative of the Vocational Development Programme (VDP) students of the PNAC Bayanihan School Programme in 1972. From the students' laboratory co-operative it branched out into the Samahang Nayon for Quinlogan farmers and into a consumers' co-operative as a branch of Aborlan Consumers' Co-operative. Due to its growth and the services needed by members in terms of credit, market, and production, it evolved into a full-fledged co-operative. Because of its multi-functions, the co-operative has to be registered as a development co-operative under the Special Projects Division of the Bureau of Co-operatives Development, Ministry of Local Government and Community Development. The Article of Incorporation was signed on 12 May 1979.

Objectives

The objectives of the Quinlogan Development Co-operative, Inc. are found in the Article of Incorporation. This document was not available during the interview; however, the gist of the objectives given by those interviewed are:

a) To strengthen the co-operative spirit, accelerate capital build-up, and expand membership;

b) To develop an effective and efficient community organizations scheme that will serve as an organized body for the development of Quinlogan;

c) To draw up recommendations on potential areas for research as an imput to long-range development planning; and

d) To formulate and effect strategies towards the solution of the community's current and priority problems.

Programmes and methods

The QDCI has a wide-reaching plan of programmes and methods to achieve these objectives. A five-year development plan has already been developed. This includes the survey and assurance of land titles of the settlement area, acquisition of permits and licenses to exploit the natural resources of the community and the setting aside of 15,000 hectares as water-shed reservation. The development plan also includes the construction of farm to market roads, irrigation dams and canals, school buildings, a barangay water-work system, an agricultural service system, and co-operative infrastructures.

Development of productive skills

At the time of interview, the Quinlogan Development Co-operative, Inc. already had five existing projects. These projects, which are making an impact on the community, are:

i) Co-operative rice mill;
ii) Blacksmithing and carpentry shop;
iii) Agro-forestry nursery;
iv) Consumers' co-operative store; and
v) Pump boat.

Implementation

The QDCI has adopted several strategies of implementation. The members of the Board of Directors registered the QDCI as a fully-fledged development co-operative on 12 May 1979. A policy has already been developed to govern membership to the QDCI. Other strategies being used are: (1) continuous education in co-operative development; (2) continuous expansion of membership to the QDCI; (3) continuous capital build-up; and (4) continuous linkages and tie-up with other agencies both public and private offering packages of skills and technology. There is also the mass mobilization of members as a working group for the development of the community.

The QDCI is governed by a Board of Directors composed of eleven members. From the eleven members are elected the President, Vice-President, Secretary, Treasurer, Business Manager and Auditor. From the same members of the Board are also appointed committee members. The three committees are: (1) Education Committee; (2) Audit and Inventory Committee; and (3) Finance and Management Committee. Each committee has a Chairman and two members.

The following are detailed descriptions of the co-operative projects referred to above:

i) Co-operative Rice Mill

The co-operative rice mill is a project intended to serve the community's need for rice milling. It was put up by the community with the help of the Ministry of Local Government and Community Development about three years ago. The cost of the machine, accessories and installation was ₱14,180.00. The community put up the building and installed the machine through the "bayanihan" system.

Objectives

The co-operative rice mill was put up with the following objectives:

a) to help the people mill their rice at a lower cost;

b) to prevent profiteering on the part of businessmen who are taking advantage of the poor; and

c) to accumulate profit and income for purposes of funding other projects in the community.

Programmes and methods

The rice mill is primarily used for milling the rice consumption of members of the co-operatives and also non-members. Rice harvested from the demonstration farms of the students, co-operative

farms and rice stock of the co-operatives is also milled in this rice mill. As well, it is used as a laboratory for teaching students farm mechanization in the community.

Implementation

The management of the rice mill is the responsibility of the Samahang Nayon Board of Directors (now the QDCI). The Ministry of Local Government and Community Development supervises the project on schedule by requiring the Barangay Captain to report the income every month. The gross income is divided into: (i) 20% for the barangay deposited with the Barangay Captain; (ii) 20% for the Samahang Nayon; (iii) 30% for the operator; (iv) 20% for maintenance; and (v) 10% for administration.

The operator records the name of the person and the cost of milling in a record sheet every time the rice mill operates. The Chairman of the Board collects the record sheet at the end of the month. The collected money is reported and deposited with the Barangay Treasurer.

Achievements

This programme was started in 1977. The rice mill is being rented out to the farmers, both members and non-members, at ₱ 1.75 per kerosene can of rice milled. Earnings are apportioned according to the following: 50 per cent to be divided between the Quinlogan Development Co-operative Inc. and the Barrio Council for development projects and other administrative purpose, 30 per cent for the operator, and 20 per cent to the Quinlogan Development Co-operative Inc. for the maintenance operation of the mill. The monthly total net income of the Rice Mill Programme going to the Q.D.C.I. during January 1978 - March 1979 amounts to ₱6,308. The average net income to Q.D.C.I. so far is ₱450.00 which tends to increase gradually.

ii) Blacksmithing and carpentry

The blacksmithing and carpentry shop was established in September 1978 by the community in response to the need for teaching farm mechanics to students who are enrolled in the Vocational Development Programme. VDP students cannot complete the requirements of the course without taking farm mechanics. At present the shop is also utilized by the community.

Objectives

The primary purpose of establishing the blacksmithing and carpentry shop was to teach farm mechanics to students of the VDP. Later, its utilization was expanded to include teaching of carpentry skills to out-of-school youth and adults for the improvement of their homes. At present, the shop is fully utilized for the general improvement of the community.

Programmes and methods

To achieve the objectives for putting up the shop, the instructor developed some programmes and methods including the making of hand tools for homes, mechanical gadgets for farms, furniture

for the farms and homes of students, repair of farm implements, and repair of fishing equipment.

Implementation

The administration of PNAC assigned a technician to teach students, out-of-school youth and adults blacksmithing and carpentry skills. This technician is paid by PNAC. The students are taught for 16 hours a week for three months in one year as a requirement for the VDP. The out-of-school youth and adults are taught during off-season on the farm any time they need it.

Achievements

The programme was first introduced in 1979. A ₱1,500 blacksmith building and a ₱1,500 carpentry building were constructed and blacksmith and carpentry tools and equipment were provided for ₱5,000. These shops are being used as students' laboratories and the villagers use them for making tools and equipment. At present this programme has not been well implemented due to the lack of materials.

iii) Agro-Forestry Nursery

The agro-forestry nursery was put up in November 1977 by the VDP students of the PNAC Bayanihan school programme as an implementation of the Tree Planting Policy of the Ministry of Education and Culture. Personnel of the Development Academy of the Philippines took notice of the project and encouraged its growth and development by way of donating seeds and tools. This nursery is still a part of instruction of the VDP. The VDP students help in the maintenance and operation. With the organization of the Quinlogan Development Co-operatives, Inc., this became one of its projects.

Objectives

The main purpose of the agro-forestry project is to serve as a laboratory in teaching the importance of tree planting to VDP students. It is being used for the propagation of tree seedlings for distribution in the community. It acts as the implementing arm of Tree Planting Policy of the government and is used as a model tree nursery for the community. The nursery is also a medium of teaching students and the community about the conservation of natural resources.

Programmes and methods

The activities undertaken by the management of the agro-forestry nursery are: (a) seed collection from students of the VDP; (b) seed germination; (c) care of seedlings; and (d) seedling dispersal.

Implementation

The VDP students collect different kinds of seeds and plant these seeds themselves. A manager is selected by the Board of Directors of the QDCI to manage the nursery. The manager maintains the up-keep of the nursery, helped by the VDP students in caring for the seedlings. The grown-up seedlings are distributed to people upon request. The manager supervises the three planting activities in the community. The VDP teachers also help in seedling dispersal.

Achievements

This programme was initiated in 1978 with the main function of providing a variety of seeds in the nursery for serving the community and giving advice to the modern farm puroks and supervisors of work brigades at the communal demonstration farms. So far only Ipil-Ipil seeds are available in the nursery. There are 16 modern farm puroks and 30 work brigades involved in the different community projects of the QDCI such as Ipil-Ipil planting, reforestation project, green revolution, etc.

iv) Consumers' Co-operative Store

The consumers' Co-operative Store was organized in September 1975. The first standing capital was only ₱550.00, an amount originally intended for the athletics meet at PNAC in 1972. On account of bad weather, the money was not used for athletics. Later, a decision was made by the parents of VDP students to invest the amount in a co-operative store.

In the beginning, the store was known as a student laboratory co-operative, a part of the training programme in VDP. But when the parents noticed that the store was making progress, they agreed to deposit more shares. Other people in the neighbouring community also come to join the co-operative store. At this writing, the store is known as Consumers' Co-operative Store, a part of the Quinlogan Development Co-operative Inc. Its standing capital is now ₱45,000.00

Objectives

From the interview, it was discovered that the leaders who developed the Consumers' Co-operative Store have unique objectives for the project. The co-operative is organized not for profit, not for charity but for service. The first objective is to prevent the increasing prices dictated by merchants and businessmen in the community. The second objective is to develop a co-operative (Bayanihan) spirit on the part of people in the community, and the third objective is to return whatever profit is declared to the members of the co-operative store in the form of patronage refund and interest of capital.

Programmes and methods

The Consumers' Co-operative Store is housed in one building. Adjacent to it is another small building housing the stock of goods.

Development of productive skills

Inside the store can be found dry goods, canned goods, chemicals for farm use, kitchen wares, soft drinks and wine, petroleum, palay and clean rice. Medicine is also sold at the store. These goods are bought by the store manager from Puerto Princesa, capital of the province of Palawan.

Implementation

The Consumers' Cooperative Store is run by a Board of Directors. The Board meets once a month to discuss problems, solutions, and progress.

The daily sales are recorded with the use of a book of accounts. The manager submits a financial statement of gross income to the Board monthly. Two sales girls are employed to sell the goods. By regulation, these girls must be graduates of the PNAC Bayanihan School Programme. The PNAC Audit and Inventory team makes the Income Statement and Balance Sheet every year.

Achievements

Since its establishment in January 1979 the Quinlogan Consumers' Cooperative has made much progress. The net income in August 1978 was about ₱13,872. The Cooperative now has one store and some small stores in the community. The store has two sales girls, each earning ₱7.00 per day.

V) Pump Boat

The pump boat is one of the projects of the QDCI. It started operation on 18 October 1978. The boat was built using two engines donated by the Canadian Embassy who came to Quinlogan for an Ipil-Ipil tree planting project. The funding for the construction of the pump boat came from the capital build-up of the former Samahang Nayon. The total capitalization of this pump boat is ₱12,000.00

Objectives

The objectives of building the pump boat are derived from the need of the people for a transportation facility and the aspiration of the QDCI to hasten community development. Quinlogan is about 45 kilometers away from the town of Quezon and can only be reached by water transport. Other aims are to increase the income of the people through an available means of transporting their products, and to realize the value of a cooperative spirit in running a business enterprise.

Programmes and methods

The pump boat operates as a water transport facility for the whole community. It is also chartered by neighbouring communities in case of emergency, and used as a transport facility for government officials and visitors who visit the community.

Implementation

The boat is operated by a manager who is appointed by the Board of Directors of QDCI. The income for every trip is recorded by the operator. This income is deposited with the manager who in turn gives it to the treasurer. Sharing is declared every 15th and last day of the month.

Fifty per cent of the net income goes to the QDCI, 30 per cent goes to the two helpers, and 20 per cent goes to the operator. Any overall profit derived from the operation of the pump boat is re-invested by the QDCI in other income-generating projects.

Achievements

This programme has been operated since October 1978 in order to provide a transportation facility and to seek other income for the Quinlogan Project. A ₱1,500 pump boat with two engines donated by the Canadian Embassy was invested. One operator and two helpers are assigned to the programme. Fifty per cent of the net income goes to the Quinlogan Co-operative Project for administration and maintenance. The average net income per month is ₱375.00 which tends to gradually increase.

4. Impact of the project

Some significant changes cited as examples from the community projects and activities are the following:

a) Development of the attitude of self-help and self-reliance in undertaking community projects;

b) Improvement of the economic productivity and quality of life of the people through the development of productive skills;

c) Increased food production and income of the people;

d) Development of desirable attitudes such as better appreciation or recognition of the dignity of labour and an outlook that is truly Filipino;

e) Development of the desire to go to school or to avail themselves of educational opportunities through the formal or non-formal system;

f) Development of civic consciousness, tax consciousness, and willingness to support government programmes and projects;

g) Development of entrepreneurial attitude and skills, especially in setting up household and community projects such as hog raising, poultry raising, and vegetable crop production;

h) Improvement of sanitary and health conditions in the homes and the community; and

i) Development of a cleaner and more beautiful community.

5. Some observations and suggestions

From these in-depth studies, participants discussed strengths and weaknesses and made the following observations and suggestions:

1. The Quinlogan Integrated Development Project as a whole should be regarded as one of the best innovative projects in the Philippines. The Bayanihan School Programme is impressive not only as an alternative structure, linking formal and non-formal education, but it is also a programme which provides education for children and adults. It is education for self-reliance, discipline, liberty and democracy.

Development of productive skills

2. The individual projects undertaken by students need some improvement in order to eliminate situations where students are likely to take advantage of their family members. This may be done by establishing closer and more frequent dialogues among teachers, students and parents.

3. The students would benefit more if there were improved library and laboratory facilities. These aspects require the urgent attention of the community and PNAC.

4. The non-formal education component of the school at the moment is limited to only one area, i.e., agriculture. To meet the training needs of integrated rural development, it would be desirable to expand and diversify this component so that eventually the school will become a composite training complex.

5. At present teachers of the SSSS are on contract terms and are being paid by the community, whereas the teachers of the VDP are PNAC staff. Their work demands their full involvement even at the cost of their leisure, vacation, etc. But they suffer from the insecurity of continuity and also the lack of other prestiges which are normally available to teachers in the public school system. A policy to this effect would be in the interests of the community as well as PNAC, the initiator of the programme.

6. For continuous improvement of the programmes, it is suggested that in-service training for teachers, managers and other community leaders should be conducted annually. Involvement of PNAC staff as well as other government officials should be encouraged. In addition study visits to better and more developed places should be organized to provide wider and richer experiences to personnel involved.

7. To solve the problem of health care it is advisable for the community to provide scholarships for some outstanding students to take courses at the medical college and come back to serve as bare-foot doctors in the community.

B. Study of Projects at Central Luzon State University

1. CLSU Farm of the Future

The CLSU Farm of the Future started only a year ago when the President of the Central Luzon State University (CLSU) hired an outstanding community farmer and requested him to reproduce in the University what he had been practising on his one-hectare farm.

Mr. Francisco Carbonnel is a successful farmer of Munoz, Nueva Ecija. He was voted as outstanding farmer in the whole of Central Luzon. He was only a high school graduate of the then Central Luzon Agricultural School (now university). But because of his successful farming practices, he was conferred by CLSU the degree of Bachelor of Agriculture, Honoris Causa. Mr Carbonnel is presently managing one of the innovations of the university known as the CLSU Farm of the Future.

Objectives

The primary objective of the CLSU Farm of the Future is to demonstrate that a small farming unit when properly planned, managed, and attended to, can generate enough income to comfortably support an average

size family. Only one hectare in size, the farm is utilized for the production of rice, fish, edible snails, vegetables, fruits, aquatic and semi-aquatic plants.

Another objective of the experimental farm is to maximize the utilization of land. It is a fact that population in the Philippines almost doubles every 25 years. This is also true in other countries of the world. But the land area remains the same in size. Because of this, CLSU and farmer Carbonnel thought of a system of farming which will maximize the use of land.

And the third objective is to demonstrate before farmers and agricultural educators scientific farming and proper management of small farms.

Programmes and methods

The experimental farm consists of a farm house made of bricks, shallow well pump of 1 meter wide and 8 meters deep, water storage tank, two fish nursery ponds, two fish breeding ponds, and four equivalent rice paddies. It is provided with an underground irrigation system, built in such a way that the irrigation water can be conveyed to the whole farming unit including the top portion of the dikes.

The rice-fish paddies are constructed with peripheral trenches where the fish can grow and hunt for food. The trenches which are about one meter wide and one-half meter deep are used as refuge by the fish when the water level in the paddies drops too low.

Implementation

Mr. Carbonnel has a unique way of farming as demonstrated in this CLSU farm of the future. Rice is grown continually throughout the year. Upland crops such as onions, pechays, cabbages, cauliflowers, tomatoes, mangoes, beans, eggplants, corn and squashes are planted on top of the dikes. Taro (gabi) is planted along the sides of the dikes. Papaya, malunggay, and budded calamansi are planted along the field boundary. Batao, patani, winged beans and other vine crops are planted along the fence. In short, all available spaces in the farming unit are utilized for production.

The farm is under lease to an ordinary farmer of the community. This farmer represents the head of an average farming family. Some members of his family help in cultivating the farm and in the planting and care of plants. This farmer is under the supervision of Mr. Carbonnel.

Monitoring and evaluation

For one year now, the project has been the object of visitation not only by neighbouring farmers but also by the entire nation. It has also attracted the interest and attention of other countries of the world. Educators of other countries who are concerned about the lack of food come to visit the project.

Development of productive skills

The farm is used as a medium for sharing expertise in farming involving rice, fish, vegetable, fruits, aquatic plant production and other aquatic products by giving lectures and demonstrations to students, staff and university visitors. It is also used to train personnel to be employed by the university on the management of similar projects.

In an interview, Mr. Carbonnel revealed that in his own one hectare farm in Munoz, Nueva Ecija, he usually had a net income of about ₱24,000 a year. In the CLSU Farm of the Future, they have realized a net income of ₱18,000 after 9 months. This means after 12 months of operation, this experimental farm would yield the same amount of profit which Mr. Carbonnel derived from his own farm.

Observations and comments

The CLSU Farm of the Future was visited and observed by 13 participants to the workshop on Non-formal Education with Emphasis on Productive Skills. Their varied comments are as follows:

a) The experiment on the Farm for the Future is significant to the problems in Asia where productive land is becoming limited in proportion to population growth.

b) The farmer, Mr. Carbonnel, who is responsible for introducing the Farm of the Future could be a "genius". He has some potential in solving the problem of lack of food in Asia. He should be utilized as a lecturer not only in the Philippines but also in Asia. His personality as an innovator could be a good case of study.

c) The experiment should be documented in terms of its economic investments and return of investments. This documentation will help convince funding institutions to lend money to small farmers to improve their farm management system and increase their production.

d) The net profit of ₱18,000 in nine months time is convincing. But one wonders why surrounding farmers in the same community where Mr. Carbonnel has been practicing his farming system and which is also the service area of CLSU have not adopted the system. Could it be because of the water system which requires a big amount of money to install? Could it be because of the high cost of production?

e) The initial investment of about ₱56,000 to construct the dikes, to install the water system and to dig the canals is too much. An ordinary farmer with two to three hectares of land cannot afford such investment. It seems it is an impractical venture for the present.

f) The experiment is limited in scope. It has to be planned to some two or three more experimental farms with certain variations in order to determine and obtain more and better results.

2. Cage culture of fish

Inland fishery resources being limited, the need to conserve this for ecological purposes prompted our educational and policy-makers to slow down the conversion of swamps and tidal plots into fishponds. The

policy shift calls for intensive fish culture as against expansion of hectarage. Although farming of fish in cages has been practised for many years in other countries, it is a relatively new industry in the Philippines. It is in this context that CLSU is experimenting on the cage culture of fish.

Objectives

The interview conducted with the CLSU personnel involved in the experiment, revealed the following objectives:

a) Intensive production of fish in a limited area and of small but fast return of investment;

b) Maximum fish production and utilization of rivers, reservoirs, irrigation canals and lakes; and

c) Make available fresh fish in land-lock areas and source of supplementary income to farmers.

Programmes and methods

In CLSU is a man-made river. The body of water with good quality and sufficient volume can be used per cage culture of Nile tilapia. The water depth is four feet. Fish cages are either floating or submerged in water. Generally, the floating method is considered more suitable. These are constructed out of durable and lightweight materials. The cages measured 1 x 1 x 1 meter (one cubic meter volume). These have been found to be practical, economical and manageable.

The tilapia species found desirable for cage culture in the Philippines is the Nile tilapia. They grow fast and big in cages. Fingerlings are purchased from hatchery or produced by the farmer himself using net enclosures or fishponds.

Implementation

Fast growing male tilapia are selected per cage culture by employing visual method. Male tilapia can be distinguished from the female ones by their bigger size and the presence of only one opening in their genital papilla. Another method is the sex reversal by feeding with synthetic hormones for two weeks. The stocking density per cage vary from 250 to 1,500 per cubic meter depending upon water conditions, size of fingerlings and management. In lake, reservoir or swift flowing river, the stocking density can be high. For growing large size fish (100 to 200 grams), the density is reduced to 250 per cubic meter. If supplemental feeding is employed as many as 100 to 200 only are stocked. High density required feeding with artificial diet for efficient growth.

Feeding in cages is necessary for high yield especially if productivity of the surrounding water is poor. Feeds are produced locally by using 75 per cent rice bran (cono) and 25 per cent fish meal in moist pellet form. Feeding is done twice a day (morning and afternoon) at a conversion rate of 5 per cent of body weight.

Development of productive skills

Observations and comments

Cage fish cultivation require minimal care and maintenance except from daily feeding. Disease of fish is fortunately rare. Aside from intrusion of a predator and mechanical damage of cage, no serious probl is met. A farm of 10-20 cages requires only 2 hours of attention per day. The culture of fish depends on the size desired; the usual period is from 2 to 4 months.

Harvesting of fish in cages can easily be done by two persons. The cages of marketable fish is brought close to the side and fish collected by means of fish scoop.

Tilapia commands a high price, especially in land-locked areas. When marketed fresh it costs from ₱8.00 to ₱12.00 per kilo. It is a profitable enterprise and adds to the family income. A minimum profit of ₱50.00 per cubic meter of cage every month is realized under normal conditions.

Chapter Four

CONCLUSION AND RECOMMENDATIONS

Throughout the workshop, participants shared their experiences and had discussions on many aspects of non-formal education focusing on the development of productive skills. A critical study and analysis of country reports, in-depth study of selected projects of the host country and preparation of suggested country plans were also made. Several potential projects in the participants' countries were studied. These are the Saemaul Education Project and the air-correspondence high school project in the Republic of Korea; the skill-oriented programme in the form of Mobile Training School and Mobile Library Services in Thailand; the massive adult literacy programme and the self-help project in Bangladesh; and the National Demonstration Project and Krishi Vigyan Kendra in the field of agricultural non-formal education in India. Growing out of the above experiences participants had highlighted the innovative features and provided recommendations for future action of Member States and Unesco.

Innovative experiences gained from the workshop

1. The principle of learn-earn-save-invest practised in the Bayanihan School System is a practical approach in meeting the problems of many young people who cannot go to school because of lack of money. This approach also develops the attitude of self-help, love for and habit of work, and entrepreneurship not usually engendered in many school systems.

2. The use of students to spearhead the organization of co-operatives as followed by the Bayanihan School programme is worth considering. The knowledge and experiences gained by the students in this kind of exposure will certainly be useful in making them active and competent members of co-operatives which in many Asian countries are bound to fail due to lack of proper understanding or appreciation by the people of the principles of co-operatives.

3. The idea of community involvement in undertaking educational or training activities/projects practised by the Bayanihan School programme and by the mobile school deserves trying out by other implementors or organizers of NFE programmes.

4. The concept of the co-operative and democratic approaches adopted in undertaking communal farms in the Bayanihan School programme and the Saemaul (New Community) Education is worthy of adoption in other places. Through this approach people may learn to co-operate among themselves and to submerge or even sacrifice their personal interests for the common interests. They may also realize that by putting or pooling their resources together they may be able to put up a project or undertaking which they alone cannot do.

Development of productive skills

5. The idea of bringing technology to the countryside right at the doorstep of the people and teaching out-of-school youth and adults productive skills through the non-formal approach followed by the mobile school will help much to accelerate rural or countryside development.

Recommendations

The following specific recommendations were made to facilitate skills development in non-formal education:

1. Non-formal education programmes for skills development should be based on the needs of the community as identified through an in-depth study of socio-cultural and economic conditions of that community.
2. Non-formal education programmes for skills development should link closely with employment opportunities to satisfy the immediate needs of the learners.
3. Skills should not be conceived as purely manual skills but should include others which are needed in the total process of making a living such as managerial skill, marketing skill and leadership skill.
4. Non-formal education programmes for skills development to be effective should cover the training and development of a series of skills necessary for carrying out a vocation. Agricultural skills, for example, should cover such training as selection of seeds, tilling of soil, planting, fertilizing, harvesting, storing, marketing, etc.
5. Development of desirable habits and attitudes should be done side by side with skills development, such as cleanliness, thriftiness, honesty, diligence, self-help and co-operation.
6. Background academic knowledge and skills should be considered necessary in training learners to become effective skill workers. Relevant academic programmes should therefore be organized and provided along with skills development programmes.
7. To make teaching of academic skills interesting and effective, the academic exercises should be geared to the on-going vocational activities undertaken by learners.
8. Provision of incentive during skill development training such as earning while learning should be encouraged. This will enable learners to experience real life situations.
9. Use of local resources for skills training such as use of facilities of local industries should be emphasized. This will strengthen maximum use of local resources and will bring about closer relationship between those involved in non-formal education programmes and the community.
10. Participation of learners in community development projects should be encouraged to provide them opportunities to practise their skills and at the same time promote closer link between school and community.

11. To promote linkages between formal and non-formal education for skills development, the following practices should be adopted:

    a) make available personnel and facilities of formal education system for use by students of non-formal education system and vice-versa;

    b) give equal recognition to the skill training certificates of formal and non-formal education systems;

    c) provide equal opportunity for re-entry of students from one system to another system at all levels of education; and

    d) establish a mechanism which will promote co-ordination between the two systems of education.

In addition to the above, the participants also made general recommendations for strengthening the non-formal education activities and promoting inter-country exchanges of experiences and meeting the training needs in non-formal education on systematic lines.

Annex I

AGENDA

1. Opening of meeting

2. Election of officers

3. Consideration of schedule of activities

4. Sharing of national workshops experiences

5. Studies of on-going projects relating to development of productive skills

6. Suggested country plan for improving non-formal education in respective participating countries

7. Conclusion and recommendations

Annex II

LIST OF PARTICIPANTS

BANGLADESH

1. Mr. Abdur Rashid Chowdhury, Secretary, Bangladesh National Commission for Unesco, House No. -60, Road No. -2/A, Dhanmondi, Dacca
2. Mr. M.T.C. Miah, Deputy Director, Technical Education, Ministry of Education, Dacca

INDIA

1. Dr. Chandrika Prasad, Assistant Director General, Agricultural Education, Indian Council of Agricultural Research, Krishi Bhavan, Dr. Rajendra Prasad Road, New Delhi

INDONESIA

1. Mr. Wignjo Admosoehardjo, Staff of the Centre of Educational Innotech Development, BP3K, Department of Education and Culture, Tromol pos 297 Kebayoran, Jakarta
2. Mr. Tawany Rahamma, Lecturer at IKIP (Institute of Teachers Training Education and Science), Gunungsari Baru, Ujung Pandang

PHILIPPINES

1. Mr. Alfonso F. Albason, Superintendent, Iloilo School of Arts and Trades, Iloilo
2. Mr. Apolonio C. Anunciado, Assistant Professor III, Palawan National Agricultural College, Aborlan, Palawan
3. Dr. Melquiades F. Pugne, Provincial Schools Superintendent, Division of Iloilo, Iloilo
4. Mr. Miguel P. Palao, President, Palawan National Agricultural College, Aborlan, Palawan
5. Mr. Nicetas M. Marajas, Principal, Iligan City National School of Fisheries, Iligan

REPUBLIC OF KOREA

1. Mr. Park Chong Yul, Researcher, Korean Educational Development Institute (KEDI), 20-1 Umyeon-Dong, Gangnam-Gu, Seoul

Development of productive skills

THAILAND

1. Dr. Thawatchai Chaijirachayakul, Supervisor, Department of Teacher Training, Ministry of Education, Bangkok
2. Dr. Tongyoo Kaewsaiha, Director, Non-formal Education Development Division, Ministry of Education, Bangkok

OFFICERS OF THE WORKSHOP

Pres. Miguel P. Palao	-	Chairman
Dr. C. Prasad	-	Co-Chairman
Mr. A.R. Chowdhury	-	Co-Chairman
Dr. T. Chaijirachayakul	-	Rapporteur
Dr. Melquiades F. Pugne	-	Rapporteur

Annex III

GUIDELINES FOR MAKING AN IN-DEPTH STUDY OF PROJECTS AND PROGRAMMES ON NON-FORMAL EDUCATION

The following guidelines are to be used for an exercise in making a critical study of projects and programmes under reference with a view to drawing implications for the improvement of the projects/programmes in the host country or in countries participating in the workshop. The data or information to be collected under the following categories may be drawn either from direct contact with the people involved in the projects/programmes or from the relevant materials.

I. Need for the Project:

1. Socio-economic status of the community:

a) What is the average per capita income of the people in the community (before the project was launched)?

b) What are the main occupations of the people?

c) What are the important products of the community?

d) What are the important natural resources which can be utilized for commercial as well as for everyday living?

e) What are the number of population and the percentage of those who can be considered as active manpower?

f) What is the average level of education of the people?

g) What are some of the beliefs of the people which may hinder the programme of development?

h) What is the local leadership pattern?

i) What are the aspirations of the people as verbally expressed by them?

j) What are the expressed needs of the people?

k) What are the important problems and constraints as expressed by the community people?

2. Institutional infra-structure:

a) What are the significant institutions in the community (both government and private) which facilitate community development?

b) What are the important activities rendered by such institutions which may be considered relevant to (a) above? What are some of the impacts which can be cited as examples?

c) Do the activities also facilitate the work of the project/programmes under consideration? If so, in what way?

Development of productive skills

II. Nature of the project programme:

1. What are the objectives of the project?
2. Are the objectives relevant to the needs of the people and community?
3. Are the on-going programmes relevant to the objectives of the project?
4. What are the objectives of the different programmes?
5. What are the activities as set forth in the programmes?
6. What is the organizational structure for each programme and what are the infrastructures available for carrying out the programme (personnel, facilities, materials, etc.)?

III. Planning, developing, implementing and evaluating the project/programme

1. Who are involved in the planning, developing, implementing and evaluating the project/programme?
2. What is the planning process? How is the project/programme developed?
3. How and by whom are the training materials as well as other materials developed?
4. Who are the trainers? How are they selected? What are their academic status and experiences in the areas?
5. Who are the trainees and how are they selected? Do they have to pay for their training?
6. How many types of programmes are being provided? For how long each programme will last?
7. Has there been any change in the programme since the the introduction of the project?
8. What are the methods of training for skill development? How is the skill evaluated?
9. Who is responsible for implementing and monitoring the programme?
10. How is a programme evaluated? What are the instruments used and how frequent is the evaluation made?
11. What mechanisms and processes are being used for self-renewal of the projects/programme?
12. Are the community people involved or participating in the programme? If so, in what way?
13. What are the major problems faced in the process of (i) planning; (ii) developing materials; (iii) implementing and monitoring programme; and (iv) evaluating programme? How are they being solved?

IV. Achievement of the Project

1. What are the major achievements since the inception of the programme? (number of graduates, increase in the yield of products, change in habits and attitudes, increase of incomes of trainees, job opportunities of trainees, etc.)
2. What is the achievement of each programme in terms of cash/benefit?

V. Constraints and difficulties

1. What are the major constraints which emerge as a result of the launching of the project/programme? How can they be solved?
2. Would the constraints effect the project/programme? If so, in what way?
3. What are the difficulties encountered in carrying out the on-going programme? What are the causes of such difficulties and how do you propose to solve them?

VI. Observations and implications

1. to the project
2. to the community
3. to the country
4. to other countries

VII. Comments and recommendations

What lessons can be gained from the project experiences in terms of:

1. usefulness to the people/community
2. organization and planning
3. implementation
4. innovative features

Annex IV

EXCERPTS FROM SPEECHES

I - Dr. Felicita G. Bernardino, Political Deputy Minister of Education and Culture, In-Charge of Non-Formal Education, Philippines

"... Non-Formal Education has always been an integral part of the system of education in the Philippines. Known before as adult and community education, non-formal education ever since has been given considerable importance in the programmes of our school. As a matter of fact, Minister Juan L. Manuel of the Ministry of Education and Culture was formerly assigned as the Chief of the Adult and Community Education Division of the defunct Bureau of Public Schools..."

"... We have tried to make our system of education truly Philippines in outlook. We have done this because our system has been criticized as one that is Americanized. We did a lot to improve our system since the declaration of Martial Law, and we have embarked on a ten-year educational development programme..."

"In 1975, we were reorganized. This was done because we were then having a centralized system. Now we constitute 13 regions that comprise the whole country."

"Our President - His Excellency President Ferdinand E. Marcos, is very much concerned with school leavers. The 1958-60 survey showed that we have a big number of school leavers who will ultimately become out-of-school youth. We have a lot of unemployed or underemployed who do not contribute much to society. Our farmers, housewives, industrial workers - and all people need continuous education. We need some kind of scheme to train them."

"On 13 May 1977, President Marcos promulgated Presidential Decree No. 1139 - which created the position of Under-secretary (now Deputy Minister) of Education and Culture for Non-Formal Education. This position was created in recognition of the fact that there are millions of out-of-school children, youth and adults who are beyond the reach of formal education."

"We have established linkage with the National Manpower and Youth Council, and with other agencies handling Non-formal education programmes."

"Our NFE programmes do not only provide skill training. We open classes based on the needs of the community. We offer a total educational package. One has to learn to be a total person; to be a good Filipino; to be aware of his duties and responsibilities as a Filipino citizen; to develop positive attitudes; and to be a nice person. There is need for a continuous motivation of people."

"Because of the need to develop our countryside, we have focused our efforts on the rural areas; on the education of farmers, housewives, and craft workers."

"We have embarked on a big national job creation programme together with the Ministry of Human Settlement."

"The other countries of the world are sensitive to the needs for NFE programmes."

II - Dr. Jose Vergara, President, Technological University of the Philippines, Director-General, National Manpower and Youth Council, Philippines

"... Non-formal education of some kind was used by the Spaniards to educate the early Filipinos. Father Francisco gave instruction through non-formal education in 1582, 61 years after the discovery of the Philippines, Father Plancencia later followed this kind of training to the natives, in teaching them religion, reading, blacksmithing, carpentry and art. On-the-job training was used in training stone cutters as the Spaniards built churches..."

"... Today, every agency of the Philippine government including the military is concerned with non-formal education. The rebels in the south are given training by the government as they decide to return to normal life. Inter-agency training programmes are organized for them..."

"... We have the problem of co-ordination... There is need for a co-ordinating mechanism. And as we provide training to our clientele - the out-of-school youth - our trained workers go abroad..."

"... We have the problem of getting the out-of-school youth to go back to school. Many of them are poor, have low mental ability, and some sickly. The youth have to be motivated to learn skills..."

"... The crucial issue in the Philippines today is how to link non-formal training to jobs. Training should be followed with employment, either by means of self-employment or by being employed in firms or by others..."

"... Training needs should be identified by regions, since the needs of the different regions of the country vary..."

"... Our system of education should develop the middle-level technology..."

The *Asian Programme of Educational Innovation for Development (APEID)*, initiated on the recommendation of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (May–June 1971, Singapore) and the authorization of the General Conference of Unesco at its seventeenth session (Paris, 1972), aims at stimulating and encouraging educational innovations linked to the problems of national development in the Asian region.

All projects and activities within the framework of APEID are designed, developed and implemented co-operatively by the participating Member States through their national centres which have been associated by them for this purpose with APEID.

The 18 Member States in Asia and Oceania participating in APEID are: Afghanistan, Australia, Bangladesh, India, Indonesia, Islamic Republic of Iran, Japan, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Singapore, Socialist Republic of Viet Nam, Sri Lanka and Thailand.

The Asian Centre of Educational Innovation for Development (ACEID) has been established at the Unesco Regional Office for Education in Asia and Oceania in Bangkok to co-ordinate the activities under APEID and to assist the associated national institutions in carrying them out.

The aims of APEID are:

- to stimulate efforts of the Member States to improve the quality of life of the people through creating and strengthening national capabilities for the development and implementation of innovations in education, both formal and non-formal;
- to encourage the Member States to make all groups (students, teachers, parents, village and community leaders, administrative personnel and policy makers) aware of the need for relevant changes in education (both formal and non-formal) as an essential pre-requisite for the improvement of the quality of life of the people;
- to promote understanding and appreciation of the differences in educational practices and approaches of the Member States, and thereby contribute to international understanding and the creation of a new international economic order.

APEID PUBLICATIONS

RELATED TO EDUCATION FOR PRODUCTIVE SKILLS

Unesco, P.O. Box 1425, Bangkok G.P.O., Bangkok, Thailand

1. *Centralized workshops in Singapore*, 1975, 32 p.

*2. *Curriculum development for work-oriented education*, 1975, 61 p.

*3 *Pre-vocational education in Sri Lanka*, 1976, 50 p.

4. *Report of work plans of APEID for the second programming cycle, 1978-1981*, 1977, 101 p.

5. *Final report: towards implementation of the second cycle plan*, 1978, 134 p.

*6. *Non-formal and alternative structures in education; report*, 1978, 48, xi p.

7. *Work and learning; final report*, 1978, 70, vi p.

8. *Review of non-formal programmes and structures and guidelines for organizing national and sub-regional workshops*, 1979, 60 p.

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* Out of stock